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ABSTRACT

The purpose of this study was to assess the procedures and performances of comprehensive high schools in Georgia and to gather data for guiding future programs. The 112 comprehensive high schools in Georgia offer a combination of vocational and traditional academic programs. This report focuses on the input, process, and output of the comprehensive school system. Questionnaires were distributed and interviews conducted with principals, faculty, and students in vocational programs. Highlights of the findings showed that a majority of the students intend to pursue postsecondary training; vocational instructors have the most influence on students' selection of programs, jobs, and postsecondary training; graduates feel vocational programs prepare them slightly better than academic programs; and employers favor graduates of comprehensive high schools over those from strictly academic high schools. Recommendations are offered for guiding the future development of the comprehensive high school system in Georgia. (Author/ID)

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An Assessment of Comprehensive High Schools in Georgia

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TITLE: An Assessment of the Comprehensive High Schools in Georgia: Final Report

AUTHORS: Michael R. Daniels
Richard G. Allan

National Evaluation Systems, Inc.
Post Office Box 226
Amherst, Massachusetts 01002

Telephone: (413) 549-1011

BEST COPY AVAILABLE

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DATE: June, 1977

SPONSOR: State of Georgia
Advisory Council on Vocational Education
Suite 1424
303 State Office Building
55 Marietta Street
Atlanta, Georgia 30334

FOR FURTHER INFORMATION CONTACT: Mr. Don Cargill
Executive Director
State of Georgia
Advisory Council on Vocational Education
Suite 1424
55 Marietta Street
Atlanta, Georgia 30303

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Members of the Advisory Council on Vocational Education are:

Mrs. Ellen Coody, Chairman
Dr. Doris Adams
Mr. Sibley Bryan, Jr.
Mr. Richard B. Cobb
Mr. Aaron Cook
Mr. John R. Hawkins**
Dr. Howard Jordan
Mr. Richard C. Owens
Mr. L. L. Phillips*
Mr. Fred Rich
Mr. Richard Shinhoster*
Mr. Roy Simmons
Dr. John W. Teel*
Mr. Jimmy H. Timmons
Mr. Howard Waters*
Mr. Howard Weeks*
Mrs. Linda Weissman
Dr. George S. Whatley*
Mr. Robert White
Mr. H. W. Wiley
Mr. Penn Worden
Mr. Don Cargill, Executive Director

* Members of the Subcommittee on the Comprehensive High School Assessment

** Chairman of the Subcommittee

Staff of National Evaluation Systems involved in the assessment included: Dr. Richard G. Allan, Project Director; Mr. Michael R. Daniels, Project Manager, and Mrs. Risa Selig, Project Assistant. Technical Consultation was provided by Dr. Lawrence Benedict, Dr. Gary W. DeWitt, Dr. Kenneth Ertel, Dr. Alfred Rios, Dr. Sherry Rubinstein, and Mr. Robert Kempton. Liaison between ACVE and NES was provided by Mr. Don Cargill and Mr. Russell Wright. Clerical and secretarial support were essential to the assessment effort. Special thanks go to Ms. Deborah Young of AVCE staff, as well as to Ms. Wendy Feldman, Ms. Gay Flannelly, and Ms. Barbara Gilmour.

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CHAPTER I

INTRODUCTION

Background

There are now 112 comprehensive high schools operating in Georgia—by 1985 there will be 250. The development of this major educational network within the last five years is the result of a sustained effort by state and federal agencies to see that the Georgia educational system meets the present and future needs of the people it serves. To further ensure that these needs are being met as fully and effectively as possible, the Georgia Advisory Council on Vocational Education has been authorized under Public Law 94482 to evaluate vocational education programs within the state of Georgia and to make recommendations to the State Board of Education, the Governor, and other concerned citizens.

Purpose

To help fulfill its mandate, the Advisory Council on Vocational Education commissioned National Evaluation Systems, Inc. to conduct an assessment of the comprehensive high schools in Georgia. The major functions of the assessment were:

(1) to evaluate the procedures and performances of selected comprehensive high schools within the state of Georgia, and

(2) to gather data to be used in making recommendations for guiding the future development of the comprehensive high school system in Georgia.

Specifically, the Subcommittee on the Comprehensive High School Assessment of the ACVE requested that information be obtained regarding the following topics bearing on the input, process, and output of the comprehensive high schools:

Input

- Policy
- Characteristics of the Students
- Financial Responsibilities
- Handicapped and Disadvantaged Students
- Facilities
- Administrative Structure
- Role of Local Advisory and Craft Committees
- Staff Development

Process

- Purpose of Vocational Training
- Articulation between Academic and Vocational Programs
- Articulation among Vocational Programs
- Articulation with Post-Secondary Programs
- Guidance

Output

- Post-Graduation Activities
- Job Placement Activities
- Quality of the Training Provided by Comprehensive High Schools
- Evaluation of Vocational Programs

Procedures

The assessment was conducted from January to July of 1977. (A detailed description of assessment activities is given in Chapter III of this report.) During the preliminary stages of the project, data gathering instruments (questionnaires and interview formats) were developed, and a combined survey/sampling plan for their administration was designed. Initial contacts were established to facilitate administration, by mail, of the questionnaires, and arrangements were made for on-site and telephone interviews to be conducted with individuals and groups identified by the sampling plan for in-depth participation in the assessment.

During the data gathering stage of the assessment, information was solicited from school administrators, guidance counselors, teachers, students, employers, parents, and post-secondary school faculty.

Upon completion of data gathering activities and data analysis, a team of experts in the fields of educational administration and vocational education studied the information generated by the assessment and drafted a set of preliminary conclusions and recommendations to be submitted for

review to the Subcommittee on the Comprehensive High School Assessment. Input from the Subcommittee review was then incorporated into the final "Conclusions and Recommendations" contained in this report.

Use of Results

The information generated by the assessment of comprehensive high schools in Georgia is intended to assist the Advisory Council on Vocational Education in formulating recommendations for modifications and improvements during the continued expansion of Georgia's vocational education activities. The assessment is also intended to provide all other interested citizens of Georgia with information regarding the effectiveness of their comprehensive high schools.

CHAPTER 2

CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the conclusions and recommendations resulting from the assessment of comprehensive high schools in Georgia. The data upon which the conclusions and recommendations are based were generated by the assessment activities described in Chapter 3. The reader interested in examining the data in detail is referred to Chapters 4 through 6 where, respectively, data applying to the input, process, and output of the comprehensive high school system are presented.

General Conclusions and Recommendations

CONCLUSION 1: Graduates of the comprehensive high schools are well equipped to deal with the world of work. In terms of vocational skills, academic skills, work habits, and attitudes toward work, the graduates of comprehensive high schools are perceived by themselves and their employers as well prepared. Ninety-eight percent of the employers indicated they would rather hire a graduate of a comprehensive high school than a graduate of a strictly academic high school.

RECOMMENDATION: Expand the number of comprehensive high schools, as well as the number of occupational education components in these schools, in order to serve as many of the students of Georgia as possible.

CONCLUSION 2: The comprehensive high school system is making a substantial contribution to meeting the "Goals for Vocational Education in Georgia" (see next page), but, as indicated in the conclusions and recommendations to follow, certain specific areas within the comprehensive high school system can be improved.

RECOMMENDATION: Implement the following recommendations and conduct follow-up evaluations in the areas identified by this report as requiring strengthening or improvement. Specifically, these areas include:

- decreasing the effects of sexual stereotyping on vocational program enrollment
- making greater use of local advisory and craft committees
- evaluating the effectiveness of the various comprehensive high school administrative structures
- eliminating what remains of the stigma attached to students in vocational programs
- ensuring that the "cluster concept" in vocational education is understood and implemented at the school level
- increasing the coordination between vocational and academic programs and between vocational programs and area post-secondary technical schools
- increasing the availability and effectiveness of staff development programs

GOALS FOR VOCATIONAL EDUCATION IN GEORGIA

I. To provide programs beginning in grades K-6 that will make youth aware of the world of work and their work role in life.

II. To provide youth starting with grades 7-9 with exploratory and prevocational programs and experiences geared to vocational development tasks.

III. To provide youth in grades 10-12 with work attitudes and job entry skills in broad occupational clusters and/or the foundation for more specialized post-secondary education.

IV. To provide post-secondary youth with specific skills and attitudes for employment.

V. To provide entry skills and job upgrading skills to adults in, or desiring to enter, the labor force.

VI. To increase the accessibility of vocational programs for those populations to be served.

VII. To provide assistance to students in vocational development tasks and provide vocational counseling services, including initial job placement, to populations served by, or to be served by, vocational education.

VIII. To provide persons served by vocational education with skills, attitudes, and competencies compatible with the present and future needs of Georgia's employers.

IX. To provide adequate financing for vocational education and distribute funds in an equitable and effective manner that will provide incentive for expansion and quality.

X. To provide an adequate supply of competent educational personnel to operate vocational programs and to continually upgrade their abilities through inservice programs.

XI. To assist consumers to make wise use of income, improve the home environment and improve the quality of family life.

XII. To contribute to the holding power of educational agencies.

XIII. To provide leadership and consultation to local education agencies in program operations, program planning, and evaluation.

XIV. To interweave vocational education with a total educational system that will educate the whole person.

XV. To improve the public understanding of and attitude toward vocational education.

XVI. To provide for the rapid dissemination of innovations to keep vocational programs up-to-date.

XVII. To increase the meaningful and constructive involvement of local citizens, parents, students, local educators, and employers in the planning, operation, and evaluation of vocational education.

Georgia Department of Education 1971

- developing and implementing a comprehensive set of staff and program evaluation procedures

- ensuring that adequate resources are available for improving vocational student counseling and job-placement services, expanding special programs (such as adult evening classes), and replacing obsolete or worn out equipment

Conclusions and Recommendations Relating to Policy, Legislation, and Funding

CONCLUSION 3: Adequate funds appear to be available for the initial construction and equipping of comprehensive high schools; however, at present, there are often inadequate funds available for the continuing operation of the schools. Due to this lack of funds, the comprehensive high schools are frequently unable to replace obsolete or worn out equipment, offer adequate counseling and job-placement services for vocational students, or provide their communities with special services, such as adult evening classes.

RECOMMENDATION: Consider increasing the level of funding for the comprehensive high schools to ensure that the costs of equipment renewal, student services, and special programs can be met.

CONCLUSION 4: Comprehensive high schools are superior educational vehicles. Where possible, a comprehensive high school is the preferred

alternative to a standard academic high school or a vocational center. Despite the fact that many of the older vocational centers do have the connotation of "dumping grounds," a vocational center may be a reasonable alternative when there are a number of closely clustered existing academic high schools in the area. A new facility will not necessarily have such a stigma attached to it.

RECOMMENDATION: Continue with the building program of comprehensive high schools, but consider vocational centers as a possible alternative in some areas.

Conclusions and Recommendations Relating to Administration, Staff, and Advisory Committees

CONCLUSION 5: Most, but not all, of the comprehensive high schools have staff development programs, but maximum use is not being made of these. Such programs, which are required by the state, are generally available to both vocational and academic instructors; however, only one-half of the vocational instructors reported being actively involved in such courses. This figure is somewhat less than the figure for academic instructors. In interviews, the opinion was frequently expressed that vocational instructors tend to be well qualified in content areas yet weak in basic teaching skills; however, graduates of the comprehensive high schools rated their vocational preparation and vocational instructors as being better than their academic preparation and academic instructors.

RECOMMENDATION: Increase the availability and variety of staff development courses to ensure that all instructors develop adequate basic teaching skills.

CONCLUSION 6: Guidance counselors in the comprehensive high schools are generally not effective in vocational student program selection, job placement, and the selection of post-secondary training. Vocational students consistently rated the influence of guidance counselors on their decisions as slight.

RECOMMENDATION: Provide for better integration of guidance counselors into the vocational programs or consider the option of providing a full-time vocational guidance counselor.

CONCLUSION 7: While the activities of local advisory and craft committees vary greatly from school to school, their overall effectiveness in performing any of their functions is considerably less than the literature in the field claims. Vocational supervisors and instructors consistently rate both local advisory committees and craft committees as effective to only a "moderate" or "small" extent. Principals, who gave the best ratings to the effectiveness of the committees, mention their usefulness in such areas as seeing that new programs are properly equipped and that program content is appropriate to community needs. Otherwise, the most effective function of both types of committees was seen to be public relations.

RECOMMENDATION: Given the potential of the advisory and craft committees for both community relations and providing valuable technical input into the vocational programs of the comprehensive high schools, local administrators should be encouraged to make an active effort to revitalize the committees and to expand their base of activity. Suggestions for increasing the effectiveness of committees include ensuring that they have well defined roles and strong leaders.

CONCLUSION 8: The administrative structures of the comprehensive high schools vary. Structures include: having the vocational supervisor as part of an administrative "team," having him/her serve as a "mini-principal," and having him/her report directly to a vocational director.

RECOMMENDATION: Continue to allow for administrative diversity but examine the effectiveness of various structures to see if eventual development should lead to a greater integration of the vocational supervisor position and, possibly, increased system-wide structural consistency.

Conclusions and Recommendations Relating Directly to Students

CONCLUSION 9: The vocational programs in the comprehensive high schools are not "dumping grounds" for students with academic or behavioral difficulties; however, in some cases, they continue to be perceived as such. The old stereotypes associated with the vocational education have not completely disappeared, and, to a certain extent, they may be self-fulfilling. Most students who enter vocational programs, however, do so as

a matter of choice and are likely to be more highly motivated than the average student. Many of the more technical vocational programs demand this.

RECOMMENDATION: Improve the image of vocational programs by making both the public and the educational community aware of the standards of such programs and the demands they place on students. This is especially important for guidance counselors and academic instructors who may be responsible for referring the more marginal students to vocational programs.

CONCLUSION 10: Adequate programs, facilities, and services are generally perceived to be available for handicapped vocational students. However, staff members are often unaware of the specific requirements of state and federal laws regarding special access, guidance, and facilities for handicapped students.

RECOMMENDATION: Publish a fact sheet informing local educators of state and federal requirements for providing access, guidance, and facilities for handicapped students. See also the following recommendation.

CONCLUSION 11: Adequate guidance and programs are presently perceived to be available for disadvantaged students; however, the elimination of programs such as CVAE and VEAP, for which state and/or federal funding is ending, may result in a deterioration of this situation.

RECOMMENDATION: Programs which are presently serving disadvantaged (as well as handicapped) students should not be allowed to be discontinued

for lack of funds, as the ultimate social cost of such action may prove far greater than the immediate savings realized by discontinuing the programs.

CONCLUSION 12: The present nature of vocational counseling and the structure of vocational programs and facilities has not resulted in an increase in the numbers of females in traditionally male-dominated programs or of males in traditionally female-dominated programs.

RECOMMENDATION: To eliminate the lingering effects of sexual stereotyping, an active effort should be made (or increased) to ensure that neither the counseling, program structure, nor physical facilities of vocational programs in any way hinder the equal access of both boys and girls to all programs.

CONCLUSION 13: Vocational students are generally well integrated into comprehensive high schools' academic and social structures.

RECOMMENDATION: Continue the effort to maximize the integration of vocational and academic students.

Conclusions and Recommendations Relating to Facilities

CONCLUSION 14: The space component of the physical facilities in the vocational areas of the comprehensive high schools is generally adequate for meeting the needs of the students they presently serve. (However, see Conclusion 3). The vocational facilities are, in fact, less subject to overcrowding than academic areas and are popular, when funds are available,

for adult evening classes. The only conspicuous inadequacy in this area is the presence of outdated or worn out equipment machinery in some, especially older, schools.

RECOMMENDATION A: Provide funds specifically for EQUIPMENT renewal and rehabilitation. Students cannot effectively learn modern technological skills on nonserviceable or obsolete equipment.

RECOMMENDATION B: Establish policies and procedures for the inventorying of all equipment and the elimination of obsolete or worn out equipment. Consider the alternative of leasing equipment for vocational education classes.

RECOMMENDATION C: Once adequate equipment funds have been made available, additional funds should be used to open new comprehensive high schools. Students presently at comprehensive high schools are generally provided with adequate facilities. The next goal should be to expand the base of students served by these schools.

Conclusions and Recommendations Relating to
the Nature of Vocational Programs

CONCLUSION 15: Administrators, instructors, and students feel that the comprehensive high schools provide a richer, more intensive and more rewarding education for students than do strictly academic high schools. Comprehensive high schools also foster more student interest in school work.

RECOMMENDATION: Continue the comprehensive high school system.

CONCLUSION 16: There are discrepancies in how different populations view the major function of the comprehensive high school. The majority of educational faculty and administrators see the primary function as providing students who will take full-time jobs upon graduation with basic job-entry level skills; however, the majority of parents and students consider the major function to be providing prerequisite skills for students who will go on to post-secondary training. Most graduates of the comprehensive high schools do, in fact, take jobs upon graduation; however, this may be more the result of social, economic, and "hope" factors than of the process within the comprehensive high schools.

RECOMMENDATION: Prospective students and their parents should be made aware of the types of training provided in the comprehensive high schools and of opportunities available in post-high school vocational programs. Students and parents should also be made aware of the proportions of comprehensive high school students who take advantage of these and other types of post-graduate opportunities.

CONCLUSION 17: The "cluster concept" in vocational courses is not being fully implemented. There are two major difficulties in implementing the cluster concept: (1) instructors who can develop or utilize curricular materials common across the various fields in a cluster, especially in the fields of transportation, construction, electronics, and metalworking, are difficult to find; and (2) students at the high school level often wish to specialize rather than work in a cluster of occupations.

RECOMMENDATION A: Curricula within each cluster should be re-examined to determine exactly which BASIC skills are common to all, or most, areas of the cluster. These skills—rather than the more sophisticated skills unique to individual trades—should be emphasized in vocational programs. Professional development protocols should be developed to train teachers to utilize curricula designed to teach competencies common across specialty areas.*

RECOMMENDATION B: The cluster concept should be carefully examined with the intention of bringing the realities of the school system into line with state policy. An effort should also be made to ensure that all schools have adequately understood and interpreted this policy.

Conclusions and Recommendations Relating to Articulation

CONCLUSION 18: Within the comprehensive high school there is insufficient communication and coordination between vocational and academic instructors. The skills taught in the academic and vocational areas should, as far as possible, complement and reinforce each other. According to both questionnaire and interview respondents, this coordination is being pursued on an informal basis only.

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* Two recently completed USOE funded projects, "VECS" (Vocational Education Curriculum Specialists), provide materials for in-service teacher education to train teachers in development and use of instructional materials. (Washington State University, 1976; American Institutes for Research, 1976).

RECOMMENDATION: Develop and implement a program which familiarizes administrators, academic instructors and guidance counselors with the specific skills taught in the vocational areas and which provides for ongoing coordination of vocational and academic instructional subject matter.

CONCLUSION 19: There could be improvement in the communication and coordination between instructors in the comprehensive high schools and instructors in various post-secondary schools. A substantial percentage of comprehensive high school graduates go on to some form of post-secondary schooling, but there is little or no interaction between comprehensive high school faculty and post-secondary faculty, even in the areas of joint or complementary program planning and advanced placement of students in post-secondary technical schools.

RECOMMENDATION: Establish a statewide plan to ensure that students who will go on to post-secondary schooling, especially to area vocational schools, receive the appropriate prerequisite training in the comprehensive high schools. Such a program should include provisions for increasing the formal and informal interaction between the faculties of the comprehensive high schools and post-secondary technical schools.

Conclusions and Recommendations Relating to Post-Graduation

CONCLUSION 20: The job-placement services in the comprehensive high schools are unsystematic and ineffective. The vocational programs of

comprehensive high schools provide students with marketable skills and a familiarity with the world of work. These make it possible for many students to find jobs, either on their own or with the informal help of the vocational instructors. Neither the guidance counselors nor the placement services of the comprehensive high schools have substantial input into this process.

RECOMMENDATION: Recommended placement service procedures should be publicized and made available to the comprehensive high schools. Such procedures should provide for matching the qualifications of students and the needs of employers and coordinating placement efforts with local employment services. Some form of ongoing needs analysis should also be conducted on the local labor market and used when designing vocational programs at the individual comprehensive high school.

Conclusions and Recommendations Relating to Evaluation Activities

CONCLUSION 21: While the comprehensive high schools are evaluated on a regular basis, administrators are not provided with sufficient usable feedback from these evaluations. Evaluations (conducted primarily by the state and county Departments of Education; the Department of Health, Education, and Welfare (Office of Civil Rights), and the Southern Association of Colleges and Secondary Schools) are primarily for the purposes of accrediditation and program improvement. Administrators indicate that these evaluations are fairly and thoroughly conducted but that they produce little information that is useful for program modification.

RECOMMENDATION: Request agencies conducting evaluations in the comprehensive high schools to provide the individual schools with a detailed analysis of the results of the evaluation as well as a set of specific recommendations for improving programs or compliance.

CONCLUSION 22: There is little evidence of formal, objective evaluation of staff and administration at the comprehensive high school.

RECOMMENDATION: Procedures should be established to ensure ongoing evaluation of comprehensive high school staff and administration.

CONCLUSION 23: Evaluations of specific programs in the comprehensive high schools are unsystematic and in need of improvement. Such evaluations are generally informal and include no organized community needs analysis or graduate follow-up. Advisory committees and craft committees are not sufficiently active in such evaluations.

RECOMMENDATION: A comprehensive set of program evaluation procedures should be developed and implemented. These should be designed to ensure a sensitive and thorough ongoing evaluation of all programs and should provide specific input into the process of modifying and updating the vocational programs at comprehensive high schools.

CHAPTER III

STUDY DESIGN AND PARTICIPATION

Plan of the Study

The primary concerns when designing the plan for the comprehensive high school assessment were to produce both an adequate quantity and quality of information and to ensure that this information would be interpreted in such a way as to provide valid and useful conclusions and recommendations for the Advisory Committee on Vocational Education. A brief description of the activities selected for reaching these goals follows. The reader is referred to the appropriate headings within the chapter for a more detailed description of each of these activities.

To ensure the quantity and quality of the information to be generated by the assessment, educators and members of local communities who would be asked to take part in the assessment had to be made aware of its purpose and of the importance of their own participation. To do this, an attractive two-color brochure describing the overall purpose and procedures of the assessment was designed (Appendix D). In March, well in advance of the questionnaire mailing, copies of the brochure were mailed to various participants. The brochures were accompanied by cover letters explaining the extent and purpose of each individual's requested participation.

Concurrently, questionnaires and interview instruments were being developed to gather data regarding the input, process, and output of the comprehensive high school system from appropriate educators, administrators,

students, parents, and local community members. The questionnaires and interview instruments were designed not only to gather the necessary information but also to be physically attractive and to appear easy to fill out.

A combined survey/sampling plan was developed for the administration of the questionnaires and interview instruments. This plan included a survey of all of the comprehensive high schools in operation at the time of the study (to ensure that the information produced by the assessment would accurately reflect the statewide situation of the comprehensive high schools) and a more intense sampling of selected schools (to provide adequate depth to the information produced by the assessment).

To ensure that the information generated by the above activities would produce conclusions and recommendations relevant to the goals of the assessment, a team of experts in the fields of educational administration and vocational education was assembled to interpret all data and draft a preliminary set of conclusions and recommendations. These were submitted to the Subcommittee on the Comprehensive High School Assessment for review. Based on the input from this review the conclusions and recommendations were revised for inclusion in this report.

Survey and Sampling Design

In order to increase the comprehensiveness and reliability of the data collected and to reduce the impact of the assessment activities on individual schools, a combined survey/sampling plan was developed.

Survey. A survey was conducted to gather information from individuals at all 110 of the comprehensive high schools actually in operation at the time of the assessment. The survey included all principals and vocational supervisors of comprehensive high schools, as well as all the county vocational directors in the state. Because of their experience with the day-to-day operation of the comprehensive high school system, it was necessary to include all members of the above groups if the assessment was to generate genuinely comprehensive information. At each of these 110 schools, an additional random sampling of members of the following groups was conducted (in parentheses are the numbers of individuals from each group selected for contact at each school):

- vocational instructors (4)
- academic instructors (2)
- guidance counselors (2)
- graduates (8)
- employers of graduates (2)
- post-secondary faculty teaching graduates (2)

Sampling design. To provide information to complement that produced by the survey, a sampling plan was developed and used to select 25 comprehensive high schools for in-depth participation in the assessment. At such schools, current students and their parents, as well as those groups (above) surveyed at all schools, were asked to fill out questionnaires: and interviews—either on-site or telephone—were conducted with principals,

vocational directors, vocational supervisors, guidance counselors, vocational and academic instructors, and vocational students.

Two stratification variables were selected for the sampling plan: (1) region (north, middle, and south Georgia) and (2) size, by average daily attendance, of school district (0-2,999; 3,000-5,999; 6,000-10,999; and 11,000-up). When combined, the two variables produce a matrix with 12 cells. The matrix and the school systems in each cell are shown in Table 3.1.

To determine the number of schools for in-depth participation to be selected from each cell of the matrix, the total number of comprehensive high schools in each cell was calculated and a proportional number of schools was then selected from each cell (Table 3.2).

To establish first-hand contact with the comprehensive high school system, as well as to ensure that the information sought from the 25 schools selected for in-depth participation was appropriate, seven of these schools were further chosen for on-site, rather than telephone, interviews. These schools were randomly selected from school systems of different size in different geographical areas of the state.

Instruments

The design of the assessment required the development of: (1) questionnaires (Appendix B), customized for each of the separate respondent groups and (2) interview formats (Appendix A), designed to be administered by trained interviewers to principals, vocational supervisors, guidance

TABLE 3.1

Sampling Matrix of School Systems Having Comprehensive High Schools

Geographical Region	Average Daily Attendance			
	11,000 - Up	6,000 - 10,999	3,000 - 5,999	2,999 - Down
North	Atlanta City-5* Cobb-3 DeKalb-2 Fulton Gwinnett-2 (Gwinnett Comp.)	Catoosa Cherokee-2 (Cherokee) Clarke-2 Floyd Hall-2 Polk Walker-2 Whitfield-2	Barrow Chattooga Dalton City Decatur City Elbert Forsyth Habersham Hart Madison Murray Paulding Stephens Walton	Calhoun City Cartersville City Dade Fannin Franklin Gainesville City Lincoln Lumpkin Pickens Rabun Union White Wilkes
Middle	Bibb Clayton-3 Houston Muscogee-4 Richmond	Coweta Douglas-2 Newton	Baldwin Fayette Henry Laurens McDuffie Peach Rockdale Washington	Carrollton City Crawford Hancock Haralson Jasper Lamar Marion Pulaski Putnam Wheeler

* Number following school system indicates the number of comprehensive high schools in the system

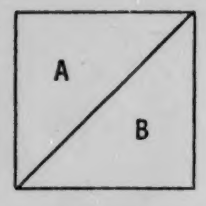
TABLE 3.1 (continued)

Geographical Region	Average Daily Attendance			
	11,000 - Up	6,000 - 10,999	3,000 - 5,999	2,999 - Down
South	Chatham Dougherty	Glynn-2 Lowndes Valdosta City	Appling Crisp Decatur Grady Thomas Thomasville City Waycross City Wayne Worth	Bacon Brantley Calhoun Early Camden Randolph Stewart Telfair Terrell Vidalia City Wilcox

TABLE 3.2

Number of Comprehensive High Schools and Number of In-Depth Participation Schools in Each Matrix Cell

Region	Average Daily Attendance			
	11,000 - Up	10,999 - 6,000	5,999 - 3,000	2,999 - Down
North Georgia	13 / 3	13 / 3	13 / 3	13 / 3
Middle Georgia	10 / 2	4 / 1	8 / 2	10 / 2
South Georgia	2 / 1	4 / 1	9 / 2	11 / 2



A: Number of comprehensive high schools in cell

B: Number of schools from cell selected for in-depth participation (total 25)

counselors, vocational and academic instructors, and vocational students. Both questionnaires and interview formats had to be designed in such a way as to guarantee the anonymity of all participants.

Questionnaires. Questionnaires were the primary data gathering tools of the assessment. To ensure that they produced information which was accurate and relevant to the goals of the assessment, a team of experts in the fields of vocational education and questionnaire construction further broke down the categories of input, process, and output into subtopics and developed batteries of questions capable of producing the necessary information regarding each subtopic.

From these questions, 11 unique questionnaires were developed, one for each of the following groups:

- vocational directors
- vocational supervisors
- vocational instructors
- principals
- guidance counselors
- academic instructors
- current vocational students
- parents
- graduates
- employers
- post-secondary faculty

The questionnaire for each group contained both a selection of those general questions which were appropriate to the group and also questions which were unique to that group.

Interview instruments. To produce in-depth information to complement the more comprehensive information produced by the questionnaires, four sets of interview instruments were developed (Appendix C). Each interview instrument contained an introduction which briefly reviewed the purposes and procedures of the assessment, a statement giving the reasons why the interviewees' involvement was necessary to the success of the assessment, and a series of questions focused on issues requiring more detailed responses than was possible within a questionnaire format. Four sets of interview instruments were designed—a set for principals, vocational supervisors and vocational directors; a set for vocational and academic teachers; a set for guidance counselors, and a set for vocational students. The sets for administrators and instructors were designed to be administered by trained interviewers in one hour; those for guidance counselors and students could be administered in one-half hour.

In addition to providing for more detailed or subjective responses than were possible with the questionnaires, the interview instruments allowed interviewees to raise issues not addressed in the questionnaires but which the interviewees personally felt were pertinent to the assessment.

Data Collection and Processing

Initial contact with local personnel. In March, well in advance of the questionnaire mailing, initial contact with educators and administrators who were to be involved in the assessment activities was established by means of a brochure and cover letter mailing. The attractive, two-color brochure described the overall purpose and plan of the assessment, and the cover letter detailed the involvement that was requested from the individual (Appendix A). Brochures were sent to the following groups (the number in parentheses is the number of brochures actually sent to each group):

- superintendents of schools (90)
- vocational directors (10)
- school principals (110)
- CESA Coordinators of Vocational Education (7)
- vocational supervisors (110)

Superintendents and vocational supervisors were also sent brochures and cover letters to be distributed to, respectively, School Board Chairmen and Local Advisory Committee Chairmen. The letters to CESA Coordinators of Vocational Education, School Board Chairmen, and Local Advisory Committee Chairmen were for purposes of information only, as no direct involvement in the assessment activities was requested from these groups.

Contact rosters. Contact rosters (Appendix B) were included with the mailing to vocational supervisors. These rosters asked for the names and,

in the cases of individuals not located at the schools, addresses of members of the following groups (the number in parentheses is the number of names requested):

- principal (1)
- guidance counselors (2)
- vocational teachers (4)
- academic teachers (2)
- former vocational students who graduated in the past year (8)
- local employers who have hired one or more of the graduates above (2)
- post-secondary faculty at area technical schools who have taught one or more of the graduates above (2)

A stamped return envelope was included in the mailing; the vocational supervisors were asked to use this to return the completed roster to NES.

Questionnaire mailing. In early April, upon the receipt of the completed contact rosters, the questionnaire mailing was begun. Questionnaires, cover letters, and return envelopes were sent directly to graduates, employers, post-secondary school faculty, and vocational directors. The mailing to principals included, in addition to their own questionnaires, questionnaires and cover letters for academic instructors and guidance counselors; the principals were requested to distribute these materials, collect the completed questionnaires, and return them to NES. The mailing for vocational supervisors at schools not selected for in-depth participation likewise contained materials for vocational instructors. For

vocational supervisors at schools selected for in-depth participation, the mailing also contained materials for vocational students and their parents. These were to be passed out through the vocational classes.

Response rates. The response rates for employers, post-secondary faculty, and graduates were acceptable; those for all other groups were considerably higher than the rates expected for mail surveys in the field of education. These response rates contributed substantially to the reliability of the information generated by the survey—both in that a large and highly representative body of information was produced, and in that such response rates indicate a high degree of commitment in the participation of individual members of these groups. The actual numbers of questionnaires mailed and returned, as well as the return rates in percentages, are given in Table 3.3.

Interviews. At each of the 25 schools selected for in-depth participation, interviews were conducted with the principal, the vocational supervisor, the guidance counselor, the county vocational director (where there was more than one comprehensive high school in the county), two vocational instructors, two academic instructors, and two vocational students. The schools selected for on-site interviews were visited by a team of experienced interviewers; interviews at the remainder of the schools were conducted by trained telephone interviewers. The total numbers of interviews conducted with members of each group were:

principals—25
vocational directors—3
vocational supervisors—25
guidance counselors—25
vocational instructors—50
academic instructors—50
vocational students—25

Data collection and preliminary processing. In early May, upon receipt of the last of the completed questionnaires, preliminary data processing was begun. The information on the questionnaires was coded, keypunched onto data cards and verified. Open-ended questionnaire responses were hand-coded or transcribed by NES staff.

Data analysis. A modified SPSS (Statistical Package for the Social Sciences) program was used for analyzing the questionnaire data. The analysis produced the following categories of information for each question:

(1) the actual number of times each response choice was selected
(2) a set of percentages showing the relative frequency with which each possible response to a question (including "no response") was selected (the percentages here would be calculated against the total number of respondents *to the questionnaire*)
(3) a set of percentages showing the relative frequency with which each possible response to a question (except for "no response") was selected (the percentages here would be calculated against only the number of respondents actually responding *to the particular question*)

TABLE 3.3

Questionnaire Mailing and Response

Respondent Group	Questionnaires Sent	Questionnaires Returned	Response Rate
Parents	350	254	73%
Graduates	600	154	26%
Employers	162	50	31%
Post-Secondary Faculty	121	50	41%
Guidance Counselors	165	136	82%
Academic Instructors	154	150	97%
Principals	95	75	79%
Vocational Students	350	313	89%
Vocational Instructors	385	371	96%
Vocational Supervisors	99	93	97%
Vocational Directors	12	10	83%

In order to produce a set of conclusions and recommendations relevant to the goals of the assessment, all information generated by the above activities was recategorized according to topic and put through the following steps:

(1) Data analysis computer outputs and typescripts of interviewee comments and open-ended questionnaire responses were reviewed by both in-house staff and technical consultants to highlight key findings and their implications.

(2) Preliminary conclusions and recommendations based on the findings were presented to the Advisory Council on Vocational Education's Subcommittee on the Comprehensive High School Assessment.

(3) Based on the input received from the subcommittee review, the preliminary interpretations were refined and an expanded set of conclusions and recommendations produced and incorporated into this report.

CHAPTER IV

INPUT INTO THE COMPREHENSIVE HIGH SCHOOLS

This chapter reports the results of the questions asked to various respondent groups regarding input into the comprehensive high schools. "Input" was identified as including the policies affecting the schools, the student population served by the schools, the financial characteristics of school support, the community aspect of school support, the physical facilities available for the schools, and the various programs available for staff members at the schools.

Each of these issues is addressed in the chapter and further broken down into constituent topics. For each constituent topic, the narrative gives a summary of the results obtained by the assessment, and the reader is referred to the appropriate table(s) for full numerical data.

Policy

Vocational supervisors and principals were asked to indicate whether they felt it should be the policy of the State Department of Education to open more comprehensive high schools until the projected 250 were built, or whether available funds should be used to provide more support to existing schools.

Staff opinions on expansion. Asked which of these choices they would advocate, 60% of the vocational supervisors and 52% of the principals

indicated that the state should continue to open more comprehensive high schools, and 40% of the vocational supervisors and 47% of the principals indicated that the state should provide more support to existing schools. In interviews, both groups were substantially in favor of the state opening more comprehensive high schools.

Characteristics of Students

Administrators, guidance counselors, instructors, and students were questioned to determine:

- the extent to which they perceived an attitude that students with low academic skills should be placed in vocational programs
- the extent to which they felt that students who have been identified as behavior or discipline problems tended to be put into vocational programs
- which specific criteria were the most important when assigning students to a particular program
- whether all of a student's grades were figured in the honor roll, honor society, etc.

Of the students responding to the questionnaire, 112 (37%) were male and 193 (63%) were female; racially, 186 (61%) were white and 116 (39%) were Black, two were "other."

Extent to which academic teachers and guidance counselors feel that students with low academic skills should be placed in vocational programs, as perceived by administrators, guidance counselors, and instructors. Principals, guidance counselors, vocational supervisors, and vocational and academic instructors were all asked the extent to which they felt that the attitude existed among guidance counselors and academic teachers that students with low academic skills should be placed in a vocational program (Table 4.1). The majority of all responding groups felt that this attitude did exist among ACADEMIC TEACHERS from a "moderate" to a "great extent." The attitude was perceived most strongly be academic instructors themselves and vocational instructors. Principals perceived the attitude least, with the majority feeling it was present only to a "small" or "moderate extent."

Asked the extent to which they perceived this attitude among GUIDANCE COUNSELORS, the majority of principals and guidance counselors indicated that they felt it existed to a "small" or "moderate extent." The majority of vocational supervisors and academic and vocational instructors indicated that they felt that the attitude existed to a "moderate" or "great extent."

Extent to which students identified as behavior or discipline problems tend to be put into vocational programs. The same respondent groups were then asked the extent to which they felt that students identified as behavior or discipline problems tended to be put into vocational programs (Table 4.1). The majority of principals and guidance counselors felt that this was the case either to a "small extent" or "not at all." However, the majority of vocational instructors felt this was the case to a "small" or

TABLE 4.1

Extent to Which Students Who Have Low Academic Skills Are Perceived to be Placed or Are Actually Placed into Vocational Programs

	Percentages of Respondents				
	Principals	Guidance Counselors	Vocational Supervisors	Vocational Instructors	Academic Instructors
Extent to which ACADEMIC TEACHERS are perceived to feel that a student who has "low academic skills" should be placed in vocational programs					
Very great extent	3	10	13*	6	24
Great extent	11	30	32	32	36
Moderate extent	44	29	34	40	28
Small extent	35	21	15	14	5
Not at all	7	4	4	3	1
Unable to say	1	6	1	4	7
Extent to which GUIDANCE COUNSELORS are perceived to feel that a student who has "low academic skills" should be placed in vocational programs					
Very great extent	3	4	11	8	18
Great extent	9	13	29	22	36
Moderate extent	37	27	39	29	27
Small extent	28	25	15	17	7
Not at all	20	29	6	11	5
Unable to say	3	3		14	7
Extent to which respondents PERSONALLY feel that students who have been identified as behavior or discipline problems tend to be put into vocational programs					
Very great extent	3	0	5	2	16
Great extent	3	10	26	12	26
Moderate extent	13	18	32	31	34
Small extent	40	32	27	27	12
Not at all	39	38	10	19	16
Unable to say	3	3		8	3

* Vocational supervisors were asked about "teachers" rather than "academic teachers."

"moderate extent," and academic instructors to a "moderate" or "great extent." Among vocational supervisors, 32% felt that this was the case to a "moderate extent," and 26% and 27%, respectively, selected either "great" or "small extent."

This data contradicts the responses of the interviewed members of these groups, who strongly felt that the vocational programs were not a "dumping ground" for students with academic, behavior or discipline problems. However, many interviewees felt that the ATTITUDE that the vocational programs were a dumping ground continued to exist in many members of the educational community, despite the demands these courses place on students.

Extent to which specific criteria are used for encouraging or discouraging students from enrolling in vocational programs. Guidance counselors were given specific criteria and asked to indicate the extent to which each was used when encouraging or discouraging a student from enrolling in a vocational program (Table 4.2). "Student's expressed desire" was by far the most extensively used; all the guidance counselors indicated that they used it either to a "great" (28%) or "very great extent" (72%). Each of the other criteria was selected far less often and their distributions were roughly similar. Of these, "your own intuition, training, and experience" was used to the greatest extent and "standardized test scores" to the least.

Importance of specific criteria in encouraging or discouraging students from enrolling in vocational programs. Guidance counselors were asked to rate specific criteria as "most," "second most," and "least

TABLE 4.2

Extent to Which Guidance Counselors Report Using Specific Criteria for Encouraging or Discouraging Students from Enrolling in Vocational Programs

Criterion	Percentage of Guidance Counselors Indicating Extent of Use of Criterion				
	Very Great	Great	Moderate	Small	Not at All
Student's Expressed Desire	72	28	0	0	0
Standardized Test Scores	1	9	39	29	21
Parents' Opinion	4	22	39	29	6
Scores on an Interest Inventory	2	26	34	24	19
Counselor's Own Experience, Training, and Intuition	17	28	39	14	2

important" in deciding whether students should enroll in particular programs (Table 4.3). Eighty-eight percent of the respondents selected "student's expressed desire" as the single most important criterion. For the second most important criterion, 33% selected "your own experience, training, and intuition," and 24% selected "scores on an interest inventory." For the "least important criterion," 46% selected "standardized test scores" and 18% "parents' opinion."

Grades used in determining honor roll status or honor society membership. Asked which sets of grades were used for determining honor roll or honor society membership for vocational students, 81% of the guidance counselors indicated that all of a student's grades were considered; only 3% indicated that academic grades alone were considered, and 1% (one respondent) indicated that vocational grades alone were considered.

Financial Responsibility

Administrators were questioned to determine:

- the percentages of their annual budgets received from state, federal, and county government
- the percentages of their annual budgets for the next five years that will be needed from each of the above
- the average local supplement to vocational and academic teachers' salaries

TABLE 4.3

Extent to Which Guidance Counselors Select Specific Criteria as "Most Important," "Second Most Important," and "Least Important" in Deciding Whether Students Should Enroll in a Particular Program

Criterion	Percentages of Guidance Counselors Indicating Degree of Importance of Criterion		
	Single Most Important	Second Most Important	Least Important
Student's Expressed Desire	88	11	0
Standardized Test Scores	3	10	46
Parents' Opinion	0	16	18
Scores on an Interest Inventory	1	24	13
Counselor's Own Experience, Training, and Intuition	6	33	14

- the number of vocational teachers paid through local funds or APEG allotment
- the extent to which their budgets are adequate to meet vocational and academic program needs

Percentages of annual budgets received from state, federal, and county governments. Principals and vocational directors were asked to indicate the percentages of their annual budgets received from each of these sources (Table 4.4). The average percentage indicated by principals from each source was: state—53%, federal—11%, and county—25%. The average figures from the ten vocational directors responding to the questionnaire were slightly lower for each source. (Note: The totals of the average percentages indicated for each category do not equal 100%.)

Projected percentages of annual budgets for the next five years required from state, federal, and county governments. Asked what percentages of their budgets for the next five years they projected would be required from each of these sources, both principals and vocational directors indicated percentages very close to those presently received (Table 4.5).

Average local supplement to vocational and academic teachers' salaries. Principals asked the average amount of local supplement to the salaries of vocational and academic teachers indicated an average figure of approximately $500 in both cases (Table 4.6).

TABLE 4.4

Percentages of Annual Budget Received from State, Federal, and County Governments, as Indicated by Vocational Directors and Principals

Percentage of Budget	State Government		Federal Government		County	
	# of Vocational Directors	% of Principals	# of Vocational Directors	% of Principals	# of Vocational Directors	% of Principals
91-100%	0	0	0	0	1	3
81-90%	0	12	0	0	0	0
71-80%	0	19	0	0	0	0
61-70%	1	20	0	0	0	5
51-60%	4	19	0	0	2	3
41-50%	1	5	0	1	0	3
31-40%	1	4	0	0	2	16
21-30%	0	4	2	8	3	15
11-20%	1	1	2	24	1	40
0-10%	1	16	5	67	1	16
Average %*	43%	53%	19%	11%	37%	25%

* Average percentages reported by vocational directors and principals did not total 100%

TABLE 4.5

Percentages of Annual Budget for the Next Five Years Needed from State, Federal, and County Governments, as Indicated by Vocational Directors and Principals

Percentage of Budget	State Government		Federal Government		County	
	# of Vocational Directors	% of Principals	# of Vocational Directors	% of Principals	# of Vocational Directors	% of Principals
91-100%	0	0	0	0	0	0
81-90%	0	0	0	0	0	0
71-80%	0	17	0	0	0	0
61-70%	1	17	0	0	0	13
51-60%	6	16	0	0	1	9
41-50%	1	5	0	1	1	11
31-40%	0	8	0	5	2	16
21-30%	0	4	1	7	1	22
11-20%	1	0	3	29	1	15
0-10%	2	23	5	58	3	12
Average %	42%	48%	7%	11%	25%	33%

TABLE 4.6

Average Local Supplement to Vocational and Academic Teachers' Salaries Indicated by Principals

Amount of Supplement	Percentages of Principals Indicating Average Supplement	
	Vocational Teachers	Academic Teachers
None	12	11
Less than $250	15	12
Between $250 and $500	23	25
Between $501 and $750	16	21
Between $751 and $1000	11	12
Between $1001 and $1250	9	3
More than $1250	13	15

Number of vocational teachers paid through local funds or APEG allotment. Principals asked the number of vocational teachers in their schools paid through local funds or APEG allotments indicated an average of between six and 10 teachers paid through local funds and an average of one to five paid by the APEG allotment (Table 4.7). When asked how many additional academic teachers—additional to the ratio of one teacher to 25 pupils allowed by the state—were employed by their schools, a majority of principals (56%) indicated five or fewer, 17% indicated "none," 16% "between 6 and 10," 3% "between 11 and 15," and 4% "more than 15."

Extent to which budgets are adequate to meet vocational and academic program needs. A majority of principals indicated that they felt their budgets were adequate to a "moderate" or "great extent" to meet their vocational and academic program needs (Table 4.8). The funds for vocational programs were seen to be adequate to a slightly greater extent than those for academic programs. A majority of vocational directors—who were asked only about the adequacy of their budgets for vocational programs—also indicated a "moderate" or "great extent" of adequacy.

Handicapped and Disadvantaged Students

In order to determine the adequacy of the programs and facilities of the comprehensive high schools for dealing with handicapped and

TABLE 4.7

Vocational Teachers Paid Through Local Funds or APEG Allotment

Number of Teachers	Percentages of Principals	
	Local Funds	APEG Allotment
None	1	17
Between 1 and 5	29	56
Between 6 and 10	25	16
Between 11 and 15	31	3
More than 15	11	4

TABLE 4.8

Extent to Which Principals and Vocational Directors Think Their Budgets Are Adequate to Meet Vocational and Academic Program Needs

Extent of Adequacy	Percentages of Respondents		
	Principals (Vocational Areas)	Principals (Academic Areas)	Vocational Directors* (Vocational Areas)
Very great extent	5	4	
Great extent	31	24	2
Moderate extent	49	59	5
Small extent	13	8	1
Not at all	0	1	1

* Reported by actual number of vocational directors responding

disadvantaged students, guidance counselors and principals were questioned regarding:

- the services and facilities available for handicapped and disadvantaged students

- the extent to which the comprehensive high schools have been equipped with special design features to permit access to major facilities by handicapped students

For the purposes of the study, "handicapped" students were defined as those having visual and/or hearing impairments, muscular and/or neuromuscular disorders, being confined to wheel chairs, etc. "Disadvantaged" students were defined as those who lack basic academic and/or vocational skills prerequisite for enrollment; are overaged/underaged; come from low income families, thus lack the financial resources to cover expenses normally incurred by students in vocational programs.

Availability of special services and facilities for handicapped and disadvantaged students. Guidance counselors were asked to indicate whether the following specific services were available in their schools for handicapped and disadvantaged students. The services and the percentages of guidance counselors who indicated that they were available in their schools are as follows:

For Handicapped Students

- A full-time guidance counselor(s) especially for handicapped students—7%
- A part-time guidance counselor especially for handicapped students—4%
- Special tutorial programs for handicapped students—42%
- Physical therapists who come into the school to work with handicapped students—9%
- Special transportation to and from school for students with muscular and neuromuscular disorders—18%
- Special career counseling services (i.e., different from those services available to non-handicapped students)—27%
- Special job placement services (i.e., different from those services available to non-handicapped students)—30%

For Disadvantaged Students

- A full-time guidance counselor(s) especially for disadvantaged students—10%
- A part-time guidance counselor especially for disadvantaged students—4%
- Special tutorial programs to provide needed skills prerequisite to enrollment—22%
- Special tutorial programs to provide additional support to classroom or laboratory work—45%
- Special career counseling services (i.e., different from those services available to non-disadvantaged students)—32%
- Special food service programs, such as breakfast or lunch programs—58%
- A work-study program to provide part-time employment to needy youths—83%
- Other support to cover expenses normally incurred by students in a vocational program—13%

According to information obtained from guidance counselors in interviews, the combinations of different programs available for handicapped students varied by school, but all of the schools at which interviews were conducted had at least one or two special programs and some had several. These included: (1) VEAP (Vocational Educational Awareness Program) set up to work specifically with handicapped students, includes one course a day plus some individual attention; (2) Learning Disability Program; (3) EMR (Educable Mentally Retarded); (4) County itinerant teacher for visually handicapped, hearing impaired, physically handicapped, or speech impaired students.

For disadvantaged students most of the interviewed schools had a CVAE (Coordinated Vocational and Academic Education) Program which is designed to assist the slow learner, the educationally disadvantaged, the alienated, etc. Most of the interview schools also had a free lunch program and either an "outreach" counselor to assist with family or community problems or an administrative "contingency" fund to assist needy students. Most counselors said they didn't know about special shop or lab fees, but one said that, supposedly, no student was turned away from a course for lack of money to pay the fee.

Guidance counselors also indicated that handicapped and disadvantaged students were—except for the time actually spent in special classes—generally "mainstreamed" into the regular vocational program, rather than put into special tracks.

Extent of modification of physical facilities in academic and vocational areas to accomodate students with physical handicaps. Principals and vocational supervisors were asked to indicate the extent to which the physical facilities in their academic (principals) or vocational (vocational supervisors) areas had been modified to accomodate students with physical handicaps (Table 4.9). In both cases the majority of respondents indicated that the facilities had been modified only slightly or not at all. The vocational areas were rated as somewhat more modified, with a total of 46% of the respondents selecting from a "moderate" to "very great extent," as opposed to 26% for the academic areas.

TABLE 4.9

Extent of Modification of Physical Facilities in Academic and Vocational Areas to Accommodate Students with Physical Handicaps

Extent of Modification	Percentage of Respondents Selecting Each Extent of Modification	
	Principals (Academic Area)	Vocational Supervisors (Vocational Area)
Very great extent	1	5
Great extent	9	16
Moderate extent	16	23
Small extent	29	17
Not at all	43	39

None of the guidance counselors or principals interviewed felt that the physical facilities of his/her school were inadequate for handicapped students. However, most interviewees were uncertain as to just what Georgia or federal laws required regarding special accommodations for handicapped students.

Facilities

Principals and vocational supervisors were asked to indicate:

- whether their academic and vocational programs were housed in separate facilities
- the extent to which their vocational and academic facilities were actually in use
- the adequacy of such things as lighting, ventilation, space, electric outlets, etc.

Academic and vocational programs housed in separate or combined facilities. Principals and vocational supervisors were asked if their academic and vocational programs were housed, for the most part, in separate facilities (Table 4.10). Approximately 40% of each group responded that their facilities were combined, and almost identical percentages indicated that their facilities were housed separately. Approximately 20% of each group indicated that their facilities were "somewhat" separate.

TABLE 4.10

Extent to Which Academic and Vocational Programs Are Housed in Separate Facilities

Are Facilities Separated?	Percentages of Respondents	
	Principals	Vocational Supervisors
Yes	41	39
No	41	41
Somewhat	16	20

Level of use. Asked to evaluate the level of use of their vocational and academic areas (principals were asked only about vocational areas), the majority of vocational supervisors and principals indicated that both areas were in use "at the level of state standards" (Table 4.11). Only 13% of the vocational supervisors and 12% of the principals felt that the vocational areas were overcrowded, whereas 35% of the vocational supervisors felt that the academic areas were overcrowded. Eight percent of the principals and 10% of the vocational supervisors felt that the vocational areas were underutilized, but only 2% of the vocational supervisors felt that the academic areas were underutilized. Asked if they felt that the facilities in the vocational areas were more overcrowded, in general, than the facilities in the academic areas, 91% of the vocational supervisors answered "no" and only 5% answered "yes."

TABLE 4.11

Level of Use of Vocational and Academic Facilities

Level of Use	Percentages of Respondents		
	Vocational Supervisors (Academic Area)	Vocational Supervisors (Vocational Area)	Principals (Vocational Area)
Overcrowded	35	13	12
In Use at the Level of State Standards	63	77	79
Underutilized	2	10	8

The adequacy of such things as lighting, ventilation, space electrical outlets, etc. Asked their opinion of the adequacy of lighting, ventilation, space, electric outlets, etc. in their vocational areas, 57% of the vocational supervisors replied that these were "adequate," 34% that they were "very adequate"; only 8% replied that these were "inadequate," and 1% (one respondent) that they were "very inadequate."

Administrative Structure

Vocational supervisors and principals were asked to identify:

- the administrative structure of their schools
- the individuals and groups with whom they interacted, the topics of the interactions, and the frequency of interaction

Administrative structure. Principals and vocational supervisors were asked to identify the administrative structure of their schools (Table 4.12). Two-thirds of each group selected a structure in which the vocational supervisor reports to the principal and is on a level with the assistant principals for curriculum and for discipline. The structure under which the vocational supervisor reports directly to the superintendent was selected by 8% of the principals and 11% of the vocational supervisors. Asked if they personally worked with academic teachers to develop joint programs for vocational students, 76% of the vocational supervisors replied "yes," and 24% "no." Of those who answered "yes," 11% were working in one academic area, 39% in two, 28% in three, and 21% in four or more. Asked who was responsible for career education in their schools, 51% of the vocational supervisors responded that they were, 12% that another staff person was, 13% that a team of two or more persons was, and 24% that there was no staff person specifically assigned responsibility for career education.

Role of Local Advisory and Craft Committees

Frequencies and topics of interactions between administrators and various individuals or groups. Principals and vocational supervisors were asked to indicate the frequencies of their interactions with various individuals and groups (Tables 4.13 and 4.14). Over 80% of the vocational supervisors and 90% of the principals indicated that they interacted with each other "once a day." Majorities of both groups indicated that they interacted with assistant principals daily, with both their schools'

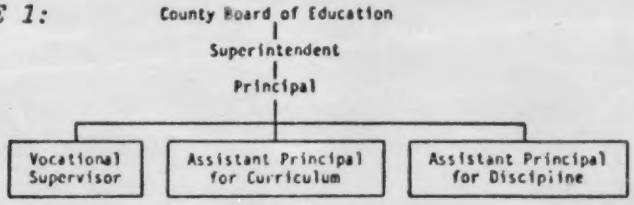
TABLE 4.12

Types of Administrative Structure

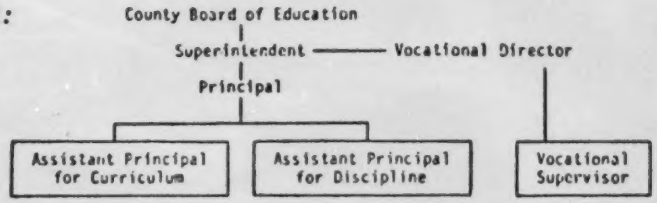
Type of Structure	Percentage of Administrators Selecting Each Structure	
	Principals	Vocational Supervisors
Example 1*	69	66
Example 2	13	11
Example 3	8	11
None of these	7	11

* See diagram of each example below

EXAMPLE 1:



EXAMPLE 2:



EXAMPLE 3:

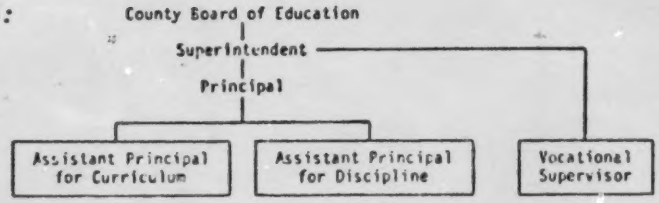


TABLE 4.13

Frequency of Interactions between Various Individuals or Groups and Principals

Individual or Group Interacted with	Percentages of Respondents Indicating Frequency of Interaction							
	Once a Day	Two or Three Times a Week	Once a Week	Once Every Two Weeks	Once a Month	Once Every Three Months	Less Than Once Every Three Months	Never
Board of Education	1	9	3	10	44	17	14	3
Superintendent	21	53	13	4	6	1	0	1
County Vocational Director (if there is one)	21	17	17	10	17	3	3	10
Vocational Supervisor	93	6	1	0	0	0	0	0
Assistant Principal(s)	98	2	0	0	0	0	0	0
Business Manager	26	33	10	5	13	3	3	8
Vocational Department Heads	28	38	21	7	3	1	0	1
Academic Department Heads	28	42	17	9	5	0	0	0
Outside Agencies Such as State Department of Education, HEW Agencies, etc.	1	0	1	11	28	24	30	4

TABLE 4.14

Frequency of Interactions between Various Individuals or Groups and Vocational Supervisors

Individual or Group Interacted with	Percentages of Respondents Indicating Frequency of Interaction							
	Once a Day	Two or Three Times a Week	Once a Week	Once Every Two Weeks	Once a Month	Once Every Three Months	Less Than Once Every Three Months	Never
Board of Education	0	3	6	7	20	22	34	9
Superintendent	10	35	22	9	7	5	9	4
County Vocational Director (if there is one)	17	67	8	0	4	0	0	4
Principal	83	12	2	0	0	2	0	0
Assistant Principal(s)	72	19	4	1	4	1	0	0
Business Manager	21	32	14	5	5	5	5	12
Vocational Department Heads	62	24	5	3	4	0	3	1
Outside Agencies Such as State Department of Education, HEW Agencies, etc.	2	8	20	23	29	17	2	0
Members of Local Advisory Committees	0	1	6	7	25	42	19	0
Members of Local Crafts Committees	0	1	2	6	23	33	29	6

business managers and vocational department heads from daily to "two or three times a week," and with the county vocational director (where there was one) from daily to "once a week." A majority of principals reported interacting with their superintendents either daily or "two or three times a week," while a majority of the vocational supervisors reported somewhat less frequent interaction of from "two or three times a week" to "once a week." Majorities of both groups reported interacting with both their Boards of Education and outside agencies (e.g., HEW) from "once a month" to "less than once every three months." Asked how often they interacted with academic department heads, principals indicated from daily to "once a week." Asked how often they interacted with members of their local advisory committees and craft committees, vocational supervisors indicated from "once a month" to "less than once every three months," with a slightly higher frequency for interactions with advisory committee members than craft committee members.

Vocational supervisors and vocational directors were questioned to determine:

- the percentage of schools which had local advisory committees
- how frequently, on the average, such committees met
- who was responsible for calling meetings of the committees
- how members of the committees were selected or appointed
- what functions were performed by local advisory and crafts committees
- how effectively the committees were perceived to be performing these functions

Percentage of schools with local advisory committees. Ninety-eight percent of the vocational supervisors indicated that their schools had local advisory committees.

Average frequency of committee meetings. Asked how frequently, on the average, their local advisory committees met, 10% of the vocational supervisors indicated "once a year," 54% indicated "twice a year," 34% indicated "three to five times a year," and 2% indicated "six or more times a year."

Responsibility for calling committee meetings. Asked who was responsible for calling meetings of their local advisory committees, 72% of the vocational supervisors indicated that they were, 15% indicated that their vocational directors were, 10% indicated that the chairmen of the committees were, and 1% (one respondent) indicated that the superintendent was. Asked if they themselves were responsible for calling meetings, all (10) of the vocational directors indicated that they were.

How committee members are selected or appointed. Sixty percent of the vocational supervisors indicated that the members of their committees were "chosen at large—not affiliated with any interest group," and 32% indicated that the members were "assigned by the particular constituent group they represent." Asked who appointed members of the committees, 24% of the vocational supervisors indicated that they did, 16% indicated their superintendents, 9% indicated the Boards of Education, and 45% "a combination of the above." Asked if they themselves appointed individuals to either local advisory or crafts committees, five vocational directors indicated that they did and four that they did not.

Functions and effectiveness of local advisory committees. Asked what functions were performed by their local advisory committees, 89% of the vocational supervisors responding indicated "performs public relations with the community/other agencies," 86% indicated "makes recommendations about issues such as curricula, instructional equipment, course content, and instructor qualification," 77% indicated "reviews and evaluates programs," 75% indicated "helps in job placement of students; reviews job market information," and 40% indicated "helps in the selection of students" (Table 4.15). Public relations were selected as the most effective ("to a moderate extent" —41%) function of the advisory committees; assisting in the selection of students was selected as the least effective ("not at all"—28%).

Functions and effectiveness of the local craft committees. Asked what functions were performed by their local crafts committees, 77% of the vocational supervisors responding indicated "performs public relations with the community/other agencies," 75% indicated "makes recommendations about issues such as curricula, instructional equipment, course content, and instructor qualification," 74% indicated "helps in job placement of students; reviews job market information," 67% indicated "reviews and evaluates programs," and 33% indicated "helps in selection of students" (Table 4.16). Public relations was selected as the most effectively performed ("to a moderate extent"—41%) function of the craft committees, and assisting in the selection of students was selected as the least effective ("not at all"—25%). Asked whether the crafts committees were "active, functioning committees" rather than "on-paper" committees, 67% of the vocational supervisors responded "yes," and 32% responded "no."

TABLE 4.15

Functions and Effectiveness of Local Advisory Committees as Indicated by Vocational Supervisors

Functions	Percentage of Respondents Indicating Function Is Performed by Local Advisory Committee	Percentages of Vocational Supervisors Selecting Each Extent of Effectiveness					
		Very Great	Great	Moderate	Small	Not at All	Unable to Say
Makes recommendations about issues such as curricula, instructional equipment, course content, and instructor qualification	86	1	4	40	39	2	0
Reviews and evaluates programs	77	1	11	30	32	3	0
Performs public relations with the community/other agencies	89	13	17	41	17	0	1
Helps in the selection of students	40	1	2	1	5	28	2
Helps in job placement of students: reviews job market information	75	0	14	31	22	5	2

TABLE 4.16

Functions and Effectiveness of Local Crafts Committees as Indicated by Vocational Supervisors

Functions	Percentage of Respondents Indicating Function Is Performed by Local Crafts Committee	Percentages of Vocational Supervisors Selecting Each Extent of Effectiveness					
		Very Great	Great	Moderate	Small	Not at All	Unable to Say
Makes recommendations about issues such as curricula, instructional equipment, course content, and instructor qualification	75	0	14	37	22	0	3
Reviews and evaluates programs	67	1	7	33	23	3	1
Performs public relations with the community/other agencies	77	10	17	31	19	0	0
Helps in the selection of students	33	0	0	2	4	25	1
Helps in job placement of students: reviews job market information	74	4	11	36	18	2	3

In interviews, both principals and vocational supervisors were more positive regarding the effectiveness of the local advisory and craft committees. Most of the interviewees felt that the committees helped to make the individual comprehensive high schools more responsive to local needs, to provide advice on program content and quality, and to serve useful community relations functions. The committees often seemed to meet on an informal basis, with the vocational supervisor or instructor calling committee members for advice on particular questions or objectives.

Staff Development

Principals and instructors were questioned to determine:

- the types and availability of staff development programs
- the percentages of vocational and academic instructors involved in such programs
- whether such programs were mandatory or voluntary
- the level of satisfaction with such courses
- whether instructors receive a stipend or expense payments for taking part in such courses
- the percentage of administrators taking professional development, whether such courses are required, and whether expenses are paid for these courses

Availability of specific staff development programs. Principals were asked to indicate which staff development courses were offered at their schools (Table 4.17). Seventy-five percent indicated "curriculum/program development," 64% indicated "developing skills to deal with special populations," 60% indicated "teaching improvement skills" and "career education," 51% indicated "increasing content knowledge in basic areas," 44% indicated "developing human relations/interpersonal skills," and 20% indicated "required certification courses such as philosophy or history of vocational education" (Table 4.16). Over 90% of the principals who indicated that such courses were offered also indicated that the courses were offered to both academic and vocational instructors.

Vocational and academic instructors involved in staff or professional development programs. Fifty percent of the vocational instructors and 56% of the academic instructors reported being involved in staff development programs. Eighteen percent of the vocational and 22% of the academic instructors reported being involved in curriculum/program development courses—this was the most frequently indicated course. "Teaching improvement skills" were the next most frequently selected (by 6% of the vocational and 10% of the academic instructors), and "required certification courses" was the least frequently selected (by 2% of the vocational and none of the academic instructors). Asked if they took part in vocational development courses (e.g., for certification, advanced degrees, and maintaining skills) during the summer or after school, 91% of the vocational instructors indicated that they did.

TABLE 4.17

Availability and Utilization of Specific Staff Development Programs

Staff Development Programs	Percentage of Principals Indicating Their Schools Offer Such Courses	Percentage of Instructors Involved in Such Programs	
		Vocational Instructors	Academic Instructors
Curriculum/Program Development	75	18	22
Teaching Improvement Skills	60	6	10
Career Education	60	5	5
Developing Skills to Deal with Special Populations	64	7	4
Developing Human Relations/ Interpersonal Skills	44	2	8
Required Certification Courses such as Philosophy or History of Vocational Education	20	2	0
Increasing Content Knowledge in Basic Skills Areas	51	N/A	N/A
Other	39	2	2
Total	—	58	51

Asked to indicate the percentages of other vocational and academic instructors in staff development courses they were themselves taking, the majority of vocational instructors indicated that over 50% of the other instructors in the classes were academic instructors (Table 4.18). The pattern of responses for vocational instructors estimating the percentage of other vocational instructors in their staff development courses was spread across the response range; however, a majority did indicate that the percentage of other vocational instructors in their staff development programs was 50% or less. Academic instructors responding to the same questions indicated that 75% or more of the other instructors in their classes were academic instructors and 25% or less were vocational instructors.

Mandatory or voluntary nature of participation in such programs. Asked if their involvement in staff development programs was voluntary or mandatory, 58% of the academic instructors and 33% of the vocational instructors indicated "voluntary," while 42% of the academic instructors and 67% of the vocational instructors indicated that their participation was mandatory. Asked similar questions regarding their participation in after-school or summer professional development courses, 72% of the academic instructors and 71% of the vocational instructors indicated that their participation was required by the school, county, or state.

Extent of instructor satisfaction with staff development programs. Asked to indicate the extent of their satisfaction with the staff development programs in which they were enrolled, 21% of the academic instructors

TABLE 4.18

Constitution of Staff Development Courses Taken
by Vocational and Academic Instructors

Type of Instructors in Program	Percentages of Each Type of Instructors in Program					
	100%	About 75%	About 50%	About 25%	Less Than 25%	None
	Percentages of Vocational Instructors Responding					
Vocational	29	7	12	22	26	4
Academic	9	44	14	5	4	25
	Percentages of Academic Instructors Responding					
Vocational	6	4	5	29	37	19
Academic	25	63	10	0	1	1

and 36% of the vocational instructors indicated that they were "very satisfied," 59% of the academic and 53% of the vocational instructors that they were "somewhat satisfied," 10% of the academic and 6% of the vocational instructors that they were "somewhat dissatisfied," and 5% of the vocational and none of the academic instructors indicated that they were "very dissatisfied" with the programs in which they were involved (Table 4.19).

Percentage of professional development course expenses or stipend paid by the school, county, or state. Asked to indicate the percentage of their course expenses paid by the school, county, or state, two-thirds of both vocational and academic instructors indicated that none of their expenses were paid by these agencies. The majority of the remaining instructors in both groups indicated that either "between 75% and 99%" or "100%" of their expenses were paid by one of the agencies (Table 4.20). Asked if they received an additional stipend for taking such courses, 88% of the vocational instructors and 81% of the academic instructors indicated that they did not.

Administrators taking professional development courses. Seventy-two percent of the principals responding indicated that they took professional development courses during the evening, summer, or after school. Of these, 16% indicated that these courses were required, 12% that their expenses for such courses were paid, and 4% that they received an additional stipend for taking such courses.

TABLE 4.19

Satisfaction of Instructors with Staff Development Programs in Which They Are Involved

Extent of Satisfaction	Percentages of Instructors	
	Academic Instructors	Vocational Instructors
Very Satisfied	21	36
Somewhat Satisfied	59	53
Somewhat Dissatisfied	10	6
Very Dissatisfied	0	5

TABLE 4.20

Percentage of Professional Development Course Expenses Paid by County, State, or School, as Indicated by Vocational and Academic Instructors

Percentage	Percentage of Instructors Responding	
	Vocational	Academic
100%	8	12
Between 75% and 99%	10	3
Between 50% and 74%	7	4
Between 25% and 49%	4	5
Less Than 25%	4	4
None	68	74

CHAPTER V

PROCESS WITHIN THE COMPREHENSIVE HIGH SCHOOLS

This chapter reports the results of questions asked various respondent groups regarding the process within the comprehensive high schools. "Process" was identified as including the functions and purpose of vocational programs at the comprehensive high schools; the effectiveness of counseling procedures available for vocational students; the nature of interactions among vocational and academic students, and the extent of articulation among vocational programs, academic programs, and area post-secondary technical schools.

Each of these issues is addressed in the chapter and further broken down into constituent topics. For each constituent topic, the narrative gives a summary of the results obtained by the assessment, and the reader is referred to the appropriate table(s) for full numerical data.

Purpose of Vocational Training

Administrators, guidance counselors, instructors, and parents were questioned to determine:

- what they perceived as the purpose of vocational education at their schools
- the extent to which they perceived that various groups in the community believed the vocational students at the comprehensive high schools were receiving terminal, vocational training
- what they thought the purpose of vocational education should be

Perceived purpose of vocational training. Asked what they felt was the purpose of vocational training at their schools, the largest number of each responding group indicated that they felt the purpose was to provide students with job-entry skills so that they could take full-time jobs upon graduation (Table 5.1). The next largest percentage of each group selected providing students with the opportunity to explore career clusters as the primary purpose of the schools, and the smallest percentage of each group selected providing a pre-vocational program for students who will go on to post-secondary training.

Extent to which community groups believe that vocational students are receiving terminal, vocational training at the comprehensive high schools. The same groups were asked the extent to which they believed that parents, students, advisory committee members, and local community members believed that vocational students in the comprehensive high schools were receiving terminal, vocational training (i.e., for job-entry upon graduation) as opposed to pre-vocational training (i.e., for further post-secondary training upon graduation) (Table 5.2). Majorities of all groups except vocational instructors indicated that they thought this belief existed from a "small" to "moderate extent." A majority of the vocational instructors indicated that they felt the belief existed to a "moderate" to "great extent." Vocational instructors and guidance counselors were asked the extent to which they felt these community groups WANTED vocational programs to be job-entry level training rather than pre-vocational training. Majorities of both the vocational instructors and guidance counselors indicated that they felt this was the case from a "moderate" to "great extent."

TABLE 5.1

Perceived Purpose of Vocational Training

Selected Function of Comprehensive High School	Percentage of Responding Group					
	Principals	Vocational Directors	Vocational Supervisors	Guidance Counselors	Vocational Instructors	Academic Instructors
Pre-Vocational Program for Post-Secondary Training	22	1*	14	17	14	21
Job Entry Skills for Full-Time Job	39	4*	65	52	69	48
Opportunity to Explore Career Clusters	39	3*	21	32	18	32

* Actual number of vocational directors responding

TABLE 5.2

Extent to Which Administrators and Vocational Instructors Perceive That Parents, Students, and Advisory Committee Members Believe That Vocational Students Are Receiving Terminal, Vocational Training

Extent of Belief	Percentage of Responding Group				
	Principals	Vocational Directors*	Vocational Supervisors	Guidance Counselors	Vocational Instructors
Very Great Extent	3	1	4	5	5
Great Extent	12	0	23	27	23
Moderate Extent	51	5	53	42	43
Small Extent	24	4	16	13	11
Not at All	3	0	1	0	1
Unable to Say	7	0	2	12	16

* Actual number of vocational directors selecting each choice

Personal feeling regarding the purpose of vocational education. Asked to give their personal feeling regarding the purpose of vocational education, the majority (over 60% in all cases) of all groups provided with the choice felt that it should be to provide students with the opportunity to explore career clusters. The majority (54%) of all parents—who were not provided with the cluster exploration alternative—selected providing a pre-vocational program for students who will go on to post-secondary training as the most important function of the schools (Table 5.3). Among groups other than parents, the second largest percentages of vocational supervisors and instructors selected providing job-entry skills for students who will go on to full-time jobs as the most important function of the schools, and providing pre-vocational training for students who will go on to post-secondary training was selected by the least number; however, among the other respondent groups, this pattern was reversed.

Articulation among Vocational and Academic Programs

Principals, vocational supervisors, and vocational and academic instructors were questioned to determine:

- the extent of interaction among vocational and academic instructors in a number of different situations
- the nature and extent of interaction between vocational supervisors and academic instructors

TABLE 5.3

Personal Feelings on the Most Important Function of the Comprehensive High School

Selected Function of Comprehensive High School	Percentage of Responding Group						
	Principals	Vocational Directors	Vocational Supervisors	Guidance Counselors	Vocational Instructors	Academic Instructors	Parents
Pre-Vocational Program for Post-Secondary Training	19%	0*	9%	17%	12%	15%	54%
Job Entry Skills for Full-Time Job	16%	2*	20%	10%	27%	13%	46%
Opportunity to Explore Career Clusters	64%	8*	71%	73%	60%	70%	NA

* Actual number of vocational directors responding

Interaction in specific situations. Interaction among vocational and academic instructors was perceived to occur only to a "small" or "moderate extent" in most of the suggested situations (Table 5.4). In situations involving "coordination of instruction," "joint or complementary program planning," "student problems/student screening," interaction was evaluated by the majority of all responding groups except principals as "small" or "moderate"; the majority of principals perceived the extent of interaction as "moderate" or "great." "Student job placement" interaction occurred at a "small" or "moderate" extent according to a majority of all groups except for vocational instructors, who perceive it as "small" or "not at all." The extent of interaction at professional meetings was perceived as "great" or "very great" by a majority of principals, "moderate" or "great" by a majority of vocational supervisors and academic instructors, and "small" or "moderate" by a majority of vocational instructors. The extent of interaction at social meetings was perceived as "small" or "moderate" by a majority of vocational supervisors and instructors and "moderate" or "great" by principals and academic instructors. Interaction in "planning special experiences for handicapped and/or special needs students was perceived as "small" or "moderate" by a majority of all responding groups. Among the respondent groups, principals generally perceived the greatest extent of interaction and vocational instructors the least.

In interviews, administrators and instructors expressed the opinion that interactions among vocational and academic instructors were limited by separate physical facilities and occasional resentment on the part of academic instructors at the higher salaries received by vocational instructors.

TABLE 5.4

Perceived Extent of Interaction in Specific Areas Among Vocational and Academic Instructors

Area of Interaction	Percentage of Responding Groups Selecting Each Extent of Interaction					
	Very Great	Great	Moderate	Small	Not at All	Unable to Say
COORDINATION OF INSTRUCTION						
Principals	7	27	40	24	1	0
Vocational Supervisors	0	16	42	33	8	0
Vocational Instructors	2	12	34	35	15	2
Academic Instructors	4	19	39	27	10	2
JOINT OR COMPLEMENTARY PROGRAM PLANNING						
Principals	4	25	41	24	4	0
Vocational Supervisors	1	13	33	39	13	1
Vocational Instructors	2	8	29	36	23	2
Academic Instructors	3	15	32	33	13	5
STUDENT PROBLEMS/STUDENT SCREENING						
Principals	5	27	43	24	0	0
Vocational Supervisors	3	12	47	30	8	0
Vocational Instructors	3	14	29	31	18	5
Academic Instructors	1	23	31	34	5	6
STUDENT JOB PLACEMENT						
Principals	5	23	27	30	9	4
Vocational Supervisors	2	11	37	31	15	3
Vocational Instructors	3	7	23	33	27	7
Academic Instructors	2	10	27	32	18	11

TABLE 5.4 (continued)

Area of Interaction	Percentage of Responding Groups Selecting Each Extent of Interaction					
	Very Great	Great	Moderate	Small	Not at All	Unable to Say
PROFESSIONAL MEETINGS						
Principals	19	47	19	11	1	3
Vocational Supervisors	24	30	25	14	4	2
Vocational Instructors	10	20	33	21	15	2
Academic Instructors	22	24	28	16	4	5
SOCIAL GATHERINGS						
Principals	13	31	20	15	1	16
Vocational Supervisors	10	20	29	29	6	7
Vocational Instructors	9	19	21	26	18	7
Academic Instructors	13	23	23	21	8	12
PLANNING SPECIAL EXPERIENCES FOR HANDICAPPED AND/OR SPECIAL NEEDS STUDENTS						
Principals	1	20	33	28	7	5
Vocational Supervisors	3	14	23	44	12	5
Vocational Instructors	5	11	27	30	18	10
Academic Instructors	3	12	24	26	18	18

Interaction between vocational supervisors and academic instructors. Asked if they personally worked with academic teachers to develop joint programs for vocational students, 76% of the vocational supervisors indicated that they did. Of those who indicated that they were working with academic teachers, 11% indicated that they were working in one area, 39% in two areas, 28% in three areas, and 21% in four or more.

Articulation among Vocational Programs

Vocational directors, supervisors, and instructors were questioned to determine:

- the extent of interaction among vocational instructors in different vocational programs within a county
- the frequency of interaction between vocational directors and supervisors regarding specific topics
- the amount of coordination and student exchange between comprehensive high schools within a county
- the extent of duplication within a county of programs with low enrollments

Interaction among vocational instructors in different programs. Asked to indicate the extent of interaction on specific topics among vocational instructors in different vocational programs in a county, the largest numbers of both vocational directors and vocational instructors chose the

option "not at all" to describe the extent of interaction (Table 5.5). However, the remaining responses were not clustered at the low ("small") end of the response scale but rather were generally evenly distributed across the "great-moderate-small" middle of the scale. The area of interaction in which vocational directors and supervisors indicated the largest extent of interaction ("moderate" to "great") was "professional meetings." The areas in which the least interaction ("small" to "moderate") was perceived were "student job placement" and "advanced placement of students in the post-secondary school." Overall, vocational directors generally perceived a greater extent of interaction than did vocational instructors.

Interaction between vocational directors and supervisors. Vocational directors were asked to indicate the frequency with which they interacted with vocational supervisors regarding specific topics (Table 5.6). The areas in which the relatively small number of vocational directors responding to the survey indicated the most frequent interaction ("once a week") were "budgetary/fiscal problems/matters" and "curriculum planning/development." The areas in which the least frequent interaction (less than "once a month") was indicated were "social meetings" and "discuss issues raised by advisory and/or crafts committees."

Coordination and student exchange between comprehensive high schools within a county. Asked how much coordination there was between their school and other comprehensive high schools in their county, 39% of the vocational supervisors from counties which contain more than one comprehensive high

TABLE 5.5

Perceived Extent of Interaction in Specific Areas Among Vocational Instructors in Different Vocational Programs Within a County

Area of Interaction	Percentage of Responding Groups Selecting Each Extent of Interaction					
	Very Great	Great	Moderate	Small	Not at All	Unable to Say
COORDINATING INSTRUCTION						
Vocational Directors*	0	3	3	3	0	1
Vocational Instructors	9	20	19	16	27	9
JOINT OR COMPLEMENTARY PROGRAM PLANNING						
Vocational Directors	0	2	6	1	0	1
Vocational Instructors	8	18	20	15	30	9
STUDENT PROBLEMS/STUDENT SCREENING						
Vocational Directors	0	1	4	4	0	1
Vocational Instructors	5	9	18	17	38	29
COORDINATION OF EXISTING PROGRAMS						
Vocational Directors	N/A	N/A	N/A	N/A	N/A	N/A
Vocational Instructors	8	19	17	18	28	10
ADVANCED PLACEMENT OF STUDENTS IN THE POST-SECONDARY SCHOOL						
Vocational Directors	N/A	N/A	N/A	N/A	N/A	N/A
Vocational Instructors	2	8	14	19	41	16

* Numbers given are the actual numbers of vocational directors selecting each choice

TABLE 5.5 (continued)

Area of Interaction	Percentage of Responding Groups Selecting Each Extent of Interaction					
	Very Great	Great	Moderate	Small	Not at All	Unable to Say
STUDENT JOB PLACEMENT						
Vocational Directors*	1	2	5	1	0	1
Vocational Instructors	3	9	13	18	41	15
COORDINATION OF STUDENT JOB PLACEMENT						
Vocational Directors	0	2	6	2	0	0
Vocational Instructors	N/A	N/A	N/A	N/A	N/A	N/A
PROFESSIONAL MEETINGS						
Vocational Directors	1	4	4	0	1	0
Vocational Instructors	13	26	20	14	19	8
SOCIAL GATHERINGS						
Vocational Directors	N/A	N/A	N/A	N/A	N/A	N/A
Vocational Instructors	7	10	18	18	35	12

* Numbers given are the actual numbers of vocational directors selecting each choice

TABLE 5.6

Frequency of Interactions Regarding Specific Topics between Vocational Directors and Vocational Supervisors

Topic of Interaction	Number of Vocational Directors Selecting Each Frequency of Interaction							
	Once a Day or More	Two or Three Times a Week	Once a Week	Once Every Two Weeks	Once a Month	Once Every Three Months	Less Than Once Every Three Months	Never
Curriculum Planning/ Development	1	3	2	1	2	1	0	0
Cooperative Program Planning between/ among Schools	0	3	1	2	3	1	0	0
Budgetary/Fiscal Problems/Matters	0	3	4	2	1	0	0	0
Staff Development for Vocational Staff	0	1	0	4	4	0	1	0
Job Placement Activities for Students	0	1	1	2	3	1	2	0
Professional Meetings	0	0	2	1	5	2	0	0
Social Meetings	0	0	0	2	2	1	5	0
Discuss Issues Raised by Advisory and/or Crafts Committees	0	0	0	0	4	4	2	0

school indicated "a great deal of cooperation," 39% indicated "a moderate amount of cooperation," 11% indicated "a little coordination," and 11% indicated "no coordination at all." Asked how many of their vocational students were currently taking courses at other comprehensive high schools in the county, 85% of the vocational supervisors from counties with more than one comprehensive high school indicated that none were, 4% (two respondents) indicated "1-25," 7% (three respondents) indicated "26-50," and 4% indicated "more than 100." Asked if they had ever taken a vocational course at another comprehensive high school while enrolled at their present schools, 96% of the vocational students indicated that they had not.

Duplication within a county of programs with relatively low enrollments. Vocational directors and supervisors were asked to indicate the extent to which there was duplication within their counties of vocational programs with relatively low enrollments (Table 5.7). The majorities of both groups indicated that there was no such duplication. Two of the nine responding vocational directors and 17% of the vocational supervisors indicated that there was "small" duplication; only one vocational director and a total of 10% of the vocational supervisors indicated "moderate," "great," or "very great" extents of duplication.

Articulation to Post-Secondary Programs

Post-secondary faculty and vocational supervisors and instructors were asked to evaluate the extent of interaction among vocational instructors and the staff of post-secondary technical schools in specific situations.

TABLE 5.7

Duplication within a County of Vocational Programs in Which There Are Relatively Low Enrollments

Extent of Duplication	Percentage of Respondents	
	Vocational Directors*	Vocational Supervisors
Very Great	0	1
Great	1	4
Moderate	0	5
Small	2	17
Not at All	6	69
Unable to Say	0	5

* Actual number of vocational directors selecting each choice

Interaction among vocational instructors and staff of post-secondary technical schools. The majority of vocational supervisors evaluated the extent of interaction at professional meetings as "small" or "moderate"; in all other cases, the extent of interaction among vocational instructors and post-secondary school staff was judged to be either nonexistent ("not at all") or "small" by a majority of each group responding (Table 5.8). This evaluation was corroborated by interviewees.

Participation of Vocational Students in School Activities

Administrators, instructors and students were questioned to determine:

- the extent to which vocational and academic students interact in various types of activities
- the extent to which vocational students are prevented by the nature of vocational programs (e.g., length of classes) from interacting with other students in various activities

Extent of interaction among vocational and academic students. Principals, vocational supervisors, guidance counselors, and academic instructors were asked to indicate the extent of interaction in their schools among vocational and academic students (Table 5.9). Majorities of all responding groups indicated that the extent of interaction for all of the areas listed was "great" or "very great." The areas in which the extent of interaction was perceived to be least were musical activities and student government/

TABLE 5.8

Perceived Extent of Interaction in Specific Areas
among Vocational Instructors and Staff
of Post-secondary Technical Schools

Area of Interaction	Percentage of Responding Groups Selecting Each Extent of Interaction					
	Very Great	Great	Moderate	Small	Not at All	Unable to Say
COORDINATION OF INSTRUCTION						
Vocational Supervisors	0	9	24	32	34	1
Vocational Instructors	4	12	18	19	36	12
Post-Secondary Faculty	2	10	14	14	59	0
JOINT OR COMPLEMENTARY PROGRAM PLANNING						
Vocational Supervisors	0	8	13	31	46	2
Vocational Instructors	3	9	16	19	41	13
Post-Secondary Faculty	0	4	17	10	68	0
COORDINATION OF EXISTING PROGRAMS						
Vocational Supervisors	N/A	N/A	N/A	N/A	N/A	N/A
Vocational Instructors	3	10	18	18	39	12
Post-Secondary Faculty	2	13	13	23	50	0
STUDENT PROBLEMS/STUDENT SCREENING						
Vocational Supervisors	0	3	13	34	48	2
Vocational Instructors	3	6	15	19	42	16
Post-Secondary Faculty	2	0	16	10	71	0

TABLE 5.8 (continued)

Area of Interaction	Percentage of Responding Groups Selecting Each Extent of Interaction					
	Very Great	Great	Moderate	Small	Not at All	Unable to Say
ADVANCED PLACEMENT OF STUDENTS INTO THE POST-SECONDARY SCHOOL						
Vocational Supervisors	2	12	25	26	34	1
Vocational Instructors	2	10	18	19	34	16
Post-Secondary Faculty	2	13	17	23	46	0
STUDENT JOB PLACEMENT						
Vocational Supervisors	1	3	10	18	61	7
Vocational Instructors	2	7	12	15	46	19
Post-Secondary Faculty	0	7	4	9	80	0
PROFESSIONAL MEETINGS						
Vocational Supervisors	0	13	32	29	25	1
Vocational Instructors	6	10	18	22	34	11
Post-Secondary Faculty	2	14	30	20	32	0
SOCIAL GATHERINGS						
Vocational Supervisors	1	5	8	24	50	13
Vocational Instructors	3	6	8	15	53	15
Post-Secondary Faculty	0	4	11	21	64	0

TABLE 5.9

Interaction among Vocational and Academic Students in Various Activities

	Percentages of Respondents			
	Principals	Vocational Supervisors	Guidance Counselors	Academic Instructors
Extent to which students are perceived to interact in student government/council activities				
Very great extent	32	32	42	19
Great extent	43	32	19	34
Moderate extent	13	21	22	21
Small extent	7	8	11	7
Not at all	3	1	2	7
Unable to say	1	6	5	12
Extent to which students are perceived to interact on athletic teams				
Very great extent	56	43	51	38
Great extent	27	41	36	38
Moderate extent	10	14	10	16
Small extent	4	2	2	4
Not at all	3	0	0	0
Unable to say	0	0	0	4
Extent to which students are perceived to interact in intramural sports				
Very great extent	44	40	53	26
Great extent	29	36	25	30
Moderate extent	16	11	13	13
Small extent	3	5	3	6
Not at all	5	0	3	8
Unable to say	3	9	4	18

TABLE 5.9 (continued)

	Percentages of Respondents			
	Principals	Vocational Supervisors	Guidance Counselors	Academic Instructors
Extent to which students are perceived to interact in classes				
Very great extent	39	50	42	32
Great extent	45	40	31	42
Moderate extent	13	9	21	20
Small extent	1	1	5	6
Not at all	1	0	0	0
Unable to say	0	1	1	1
Extent to which students are perceived to interact in social gatherings				
Very great extent	40	42	47	23
Great extent	40	39	28	38
Moderate extent	10	14	12	18
Small extent	4	3	8	6
Not at all	1	0	0	2
Unable to say	4	2	7	13
Extent to which students are perceived to interact in musical activities				
Very great extent	36	30	33	23
Great extent	24	24	33	27
Moderate extent	27	32	21	25
Small extent	10	8	8	10
Not at all	3	2	1	3
Unable to say	0	4	4	11

student council activities, but even in these areas of activity the majorities of respondents thought the extent of interaction to be "great" to "very great." Of the responding groups, guidance counselors generally perceived the greatest degrees of interaction and academic instructors the least.

Vocational students were asked a number of questions regarding their interactions with other students and participation in various areas of school activity. Asked if the vocational students in their school tended to associate only with each other—rather than with academic students—72% indicated that they did not. Asked how many of their own friends were vocational, rather than academic, students, 3% of the vocational students indicated "all of them," 30% indicated "most of them," 66% indicated "some of them," and 2% indicated "none of them." Eighty-two percent of the vocational students indicated that they did not play on their schools' athletic teams, and 88% that they did not play in their schools' orchestras or participate in some other music program.

The students were also asked to indicate the student makeup of their classes, school athletic teams, and music programs (Table 5.10). Fifty-six percent of the students indicated that their classes were composed of "about an equal number of vocational and academic students," 35% indicated that their classes were composed of "mostly academic students," and 10% indicated that their classes were composed of "mostly vocational students." These responses were similar to those for athletic teams and musical activities.

TABLE 5.10

Student Makeup of Classes, Athletic Teams, and Music Programs, as Reported by Vocational Students

Activity	Percentages of Vocational Students Indicating Makeup of Classes		
	Mostly Vocational Students	About an Equal Number of Vocational and Academic Students	Mostly Academic Students
Classes	10	56	35
Athletic Teams	10	45	45
Music Programs	6	44	50

Extent to which vocational students are excluded by the nature of vocational programs from participating in various school activities. Principals and vocational supervisors were asked to indicate the extent to which they felt that vocational students were excluded by the nature of vocational courses (length of classes, etc.) from participating in various school activities (Table 5.11). In all cases but one, over 75% of the respondents indicated that vocational students were "not at all" excluded from participation in the listed activities by the nature of vocational programs. Vocational supervisors responding regarding participation in music programs were the exception, and, in this case, 66% indicated that the vocational students were "not at all" excluded, and 22% indicated that vocational students were excluded to a "small extent" by the nature of vocational programs from participating in musical activities.

TABLE 5.11

Extent to Which Vocational Students Are Excluded by the Nature of Vocational Programs from Participating in Various School Activities

	Percentages of Respondents	
	Principals	Vocational Supervisors
Extent to which vocational students are perceived to be excluded from student government/council activities		
Very great extent	*	0
Great extent		4
Moderate extent		7
Small extent		16
Not at all		72
Unable to say		1
Extent to which vocational students are perceived to be excluded from athletic teams		
Very great extent	1	0
Great extent	6	3
Moderate extent	4	7
Small extent	15	14
Not at all	74	75
Unable to say	0	1
Extent to which vocational students are perceived to be excluded from intramural sports		
Very great extent	1	0
Great extent	0	2
Moderate extent	3	4
Small extent	9	13
Not at all	86	76
Unable to say	0	5
Extent to which vocational students are perceived to be excluded from musical activities		
Very Great extent	1	1
Great extent	4	4
Moderate extent	6	9
Small extent	14	22
Not at all	73	67
Unable to say	3	2

* Over 90% of the principals did not respond to this question

Guidance

Guidance counselors, vocational and academic instructors, and students were questioned to determine:

- the extent of involvement of instructors in the guidance process
- the amount of actual contact between guidance counselors and students
- the main reasons for actual contact between guidance counselors and students
- the importance of various individuals in a student's choice of a particular program of study
- the degree of parental satisfaction with the guidance process

Additional information on guidance is included in Chapter IV under the heading "Characteristics of Students."

Involvement of instructors in the guidance process. Vocational and academic instructors were asked to indicate the extent of their involvement in vocational student career planning, job placement, etc. (Table 5.12). Vocational instructors indicated a much greater extent of involvement, with 27% reporting "very great" extent of involvement, 35% a "great" extent of involvement, and 30% a "moderate" extent of involvement. Among academic instructors, 20% indicated a "great" extent of involvement, 29% a "moderate" extent of involvement, and 34% a "small" extent of involvement. Thirteen

percent of the academic instructors and only 1% of the vocational instructors reported being involved "not at all" in the process. Fifty-seven percent of the vocational instructors and 52% of the academic instructors felt that their levels of contact in counseling were typical of other vocational or academic instructors. Vocational instructors were asked to evaluate the extent to which academic instructors were involved in counseling vocational students. Forty-five percent indicated "to a small extent," 33% "to a moderate extent," 10% "to a great extent," 2% "to a very great extent," and 9% "not at all."

TABLE 5.12

Extent of Involvement of Vocational and Academic Instructors in Counseling Vocational Students Regarding Career Planning, Job Placement, etc.

Type of Instructor	Percentages of Instructors Indicating Extent of Involvement				
	Very Great	Great	Moderate	Small	Not at All
Vocational	27	35	30	7	1
Academic	5	20	29	34	13

Amount of contact between guidance counselors and students. Ninety-nine percent of the guidance counselors responding indicated that their schools did not have a separate guidance counselor assigned to counsel only

vocational students. Forty-one percent indicated that students at their schools were assigned to a specific guidance counselor; 59% indicated that students at their schools were not. Asked how many students they saw in an average week's time, none of the guidance counselors indicated less than 10, 6% indicated 11-20, 19% indicated 21-30, 24% indicated 31-40, and 51% indicated 41-50. Asked how often they saw their guidance counselors, vocational students responded as follows:

at least once a week or more—9%
at least once every two weeks—5%
at least once a month—13%
at least once every three months—18%
at least once or twice a year—40%
Never—14%

Reasons for contact between guidance counselors and vocational students. Asked what their main reasons were for seeing their guidance counselors, vocational students responded as follows:

to find out information about different jobs or careers—12%
to get help in choosing which classes to take—31%
to get information about other schools to attend after graduation—27%
to get help with a personal problem—4%
for another reason—14%
I never see my guidance counselor.—11%

Asked if when they first came to their present school they were encouraged to look at different career possibilities, rather than immediately going into training for one type of job, 41% of the vocational students indicated that they were "somewhat" encouraged, 29% that they were "very much" encouraged, 16% that they were "very little" encouraged, and 13% that they were "not encouraged at all to look into different careers."

Importance of various individuals in a student's choice of a program of study. Asked to indicate the individual(s) who might have helped them to decide on a particular course of study, students responded as follows:

my parents—35%

my guidance counselor—16%

one of my vocational teachers—29%

one of my academic teachers—5%

No one helped me make this decision—I made it myself.—47%

Parental satisfaction with the guidance received by vocational students. Parents were asked to indicate the extent of their satisfaction with the guidance received by their children in vocational programs (Table 5.12). The majority of parents indicated that they were either "satisfied" or "very satisfied" with the guidance received by their children in both the areas of course selection and career and job selection. The satisfaction indicated for guidance regarding course selection (71%—"satisfied" or "very satisfied") was somewhat higher than that expressed for guidance regarding career and job selection (62%—"satisfied" or "very satisfied").

TABLE 5.13

Parental Satisfaction with the Guidance Received by Vocational Students

Area of Counseling	Percentages of Parents Indicating Extent of Satisfaction				
	Very Satisfied	Satisfied	Somewhat Dissatisfied	Somewhat Dissatisfied	I Do Not Think My Child Has Had Such Counseling
Course Selection, Dealing with Teachers, etc.	19	52	12	5	13
Careers and Jobs	23	39	15	3	20

CHAPTER VI

OUTPUT FROM THE COMPREHENSIVE HIGH SCHOOLS

The chapter reports the results of questions asked to various respondent groups regarding the output of the comprehensive high schools. "Output" was identified as including post-graduate activities, job placement services, the overall quality of the training provided by the comprehensive high schools, and the nature of the evaluation activities conducted at the schools.

Each of these issues is addressed in the chapter and further broken down into constituent topics. For each constituent topic, the narrative gives a summary of the results obtained by the assessment, and the reader is referred to the appropriate table(s) for full numerical data.

Post-Graduate Activities

Graduates, current students, guidance counselors, and vocational supervisors were questioned to determine:

- the current activities of comprehensive high school graduates
- the intentions of current students for post-graduate activity
- the estimated percentages of vocational students who go on to various post-graduate activities

- the percentages of students in post-secondary technical school who have come from comprehensive high schools
- the percentages of students who drop out of the comprehensive high schools

Current activities of recent comprehensive high school graduates. Of the graduates responding to the survey, 63% indicated that they were working at a full-time job, 15% that they were attending a post-secondary technical school on a full-time basis, 4% that they were attending another kind of full-time post-secondary school on a full-time basis, 13% that they were working part-time and going to school part-time, and only 5% indicated that they were seeking jobs.

Intentions of current students for post-graduate activity. Students still in school were asked what they were most likely to do when they graduated: 41% indicated that they intended to "graduate and get a job," and 59% "graduate and then go on to some post-secondary vocational school." Less than 1% of the respondents indicated that they intended to "drop out of school and get a job."

Estimated percentages of vocational students who go on to specific post-graduate activities. Vocational supervisors and guidance counselors were each asked to estimate the percentages of their vocational students who go on to specific post-graduate activities (Tables 6.1 and 6.2). Vocational supervisors estimated that less than 10% of their students

TABLE 6.1

Percentages of Vocational Graduates Estimated by Guidance Counselors to be Involved in Specific Activities

Activity	Percentage of Graduates					
	Less Than 10%	Between 11% and 20%	Between 21% and 30%	Between 31% and 40%	Between 41% and 50%	More than 50%
	Percentages of Guidance Counselors Selecting each Response					
Post-Secondary Technical School	18	38	23	6	3	3
Other Post-Secondary Training	32	19	15	15	4	4
Full-Time Employment	2	11	9	19	18	0

TABLE 6.2

Percentages of Vocational Graduates Estimated by Vocational Supervisors to be Involved in Specific Activities

Post-Graduate Activity	Estimated Percentage of Vocational Students Involved									
	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
	Percentage of Vocational Supervisors Selecting Each Response									
Drop out of school to get a job	89	9	2	0	0	0	0	0	0	0
Drop out of school for some other reason	91	4	3	0	0	0	0	0	0	0
Graduate and go on to a post-secondary technical school	47	43	8	0	0	0	0	0	0	0
Graduate and go on to some other type of post-secondary training	49	32	12	5	5	0	0	0	0	0
Graduate and find full-time employment	7	8	15	20	16	18	8	8	0	0
Graduate and find only part-time employment	77	17	4	2	0	0	0	0	0	0
Graduate and are unable to find employment	90	8	2	0	0	0	0	0	0	0

dropped out either to get a job or for other reasons, 13% graduated and went on to post-secondary technical schools, 16% graduated and went on to some other form of post-secondary training, 42% graduated and found full-time employment, 9% graduated and found only part-time employment, and that only 7% graduated and were unable to find employment.

Guidance counselors were asked to indicate the percentages of vocational students who went on to either: post-secondary technical school, other post-secondary training, or full-time employment. The highest percentage were estimated to go on to full-time employment; the percentages for students going on to post-secondary technical schools and to other post-secondary training were both less than 20%.

Percentage of students in post-secondary technical schools who have come from comprehensive high schools. Asked to indicate the percentage of their students who came from comprehensive high schools, 86% of the post-secondary faculty indicated "between 1% and 25%," and 10% indicated "between 26% and 75%."

Percentage of vocational students who drop out of the comprehensive high schools. Asked to indicate the percentage of their vocational students who dropped out of school to get a job, 82% of the guidance counselors indicated 5% or less, and a total of 93% indicated that 10% or less dropped out. Asked the same question regarding students who drop out for other reasons, 74% of the guidance counselors indicated 5% or less, and a total of 94% indicated that 10% or less of the vocational students dropped out.

Job Placement Activities

Recent graduates, current students, employers, and guidance counselors were questioned to determine:

- the availability of job placement services
- the coordination of school job placement services with those of other agencies
- how students actually get jobs
- how often follow-up studies are conducted

Availability of job placement services. Of the guidance counselors responding to the survey, 74% indicated that at their schools there were job placement services available for students graduating from the vocational programs; 26% of the guidance counselors indicated that such services were not available. Ninety percent of the guidance counselors who indicated that their schools provided such services also indicated that these services were available to students who dropped out of school before graduation but who wanted or needed jobs.

Structure of job placement services. Asked if their schools had a coordinating group consisting of teachers of cooperative and regular vocational programs and guidance personnel to plan and implement the job placement service, 80% of the guidance counselors indicated "yes." Asked if the different components of the job placement service were assigned to a

single staff member, as a primary responsibility of that staff member, 27% of the guidance counselors indicated "yes, as a primary responsibility of that staff member." Forty-three percent indicated "yes, but not as a primary responsibility of that staff member." And 31% indicated "no, the placement service is shared by different staff members, with no single staff member having primary responsibility."

Coordination of school job placement services with those of other agencies. Guidance counselors were asked to rate the extent of coordination between the job placement services provided by the comprehensive high school and those offered by other agencies (Table 6.3). The majority of respondents indicated that the extent of coordination with the state and federal governments was "small" or "moderate," and with each of the other agencies listed (other comprehensive high schools, vocational schools, area post-secondary technical schools, and private employment agencies) coordination was either "small" or nonexistent ("not at all").

How students actually find jobs. Guidance counselors were asked to indicate the percentages of their students who found jobs through various means (Table 6.4). According to the guidance counselors, most students found jobs through their (student's) own efforts, "efforts of representatives of the comprehensive high school" ranked second, slightly ahead of "family/friends." "Other placement services in the local areas" produced the fewest jobs. Recent graduates asked who at their former comprehensive high school helped most in their finding a job or enrolling in a post-secondary program responded as follows:

TABLE 6.3

Extent of Coordination of Comprehensive High School Job Placement Services with Other Agency Job Placement Services

Agency	Percentage of Guidance Counselors Indicating Each Extent of Coordination					
	Very Great	Great	Moderate	Small	Not at All	Unable to Say
State Government	10	14	38	27	7	5
Federal Government	4	17	23	31	16	10
Other Comprehensive High Schools	3	2	7	18	60	10
Other Vocational Schools	5	10	15	22	39	9
Area Post-Secondary Technical Schools	10	22	18	21	24	6
Other, Private Employment Agencies	7	6	19	21	37	10

TABLE 6.4

Means by Which Students Who Get Jobs Immediately upon Graduation Find These Jobs

Means of Finding Job	Percentage of Students Using Each Means			
	Less Than 25%	Between 26% and 50%	Between 51% and 75%	Between 76% and 100%
	Percentage of Guidance Counselors Selecting Each Choice			
The efforts of representatives of your comprehensive high school	40	45	9	6
Their own individual efforts	20	33	42	5
Other placement services in the local area	90	7	2	2
Friends/family	43	37	15	4
Some other source	92	7	1	0

a vocational instructor—50%

a guidance counselor—5%

an academic instructor—2%

a placement service in the school—1%

none of these—I did it myself—42%

Current vocational students asked who in their schools helped them most to make decisions about getting a job responded as follows:

one of my vocational instructors—64%

my guidance counselor—23%

the vocational supervisor—8%

the job placement service—5%

Employers of recent comprehensive high school graduates asked how the graduates had first made contact with the employer or the employer's business responded as follows:

through a referral by one of the vocational instructors or the vocational supervisor—50%

through referral from a school guidance counselor—20%

through friends/family/personal connections of the student—13%

entirely through the initiative of the student—9%

entirely through the initiative of my own personnel office—4%

through a referral from a school job placement service—2%

through a referral from an outside-of-school job placement service—2%

Follow-up studies. Asked if they had conducted any follow-up studies of vocational graduates during the last year, 71% of the vocational supervisors responding answered "yes." However, when asked if they had conducted such a study during the last three years, only 63% answered "yes." Guidance counselors were asked how frequently their schools conduct follow-up studies of the graduates: 94% indicated "yearly," 2% indicated "once every two years," 3% indicated "once in the last five years," and 2% indicated "not at all."

Quality of the Training Provided by the Comprehensive High Schools

The following groups were asked to evaluate the training provided by the comprehensive high schools:

- current students and recent graduates
- employers and post-secondary faculty

Current students and recent graduates. Current students and recent graduates were asked how well the vocational and academic parts of their programs had prepared them for post-graduate activities (Table 6.5). The academic part of the program was judged by 76% of the graduates to have prepared them "well" or "very well." The vocational part of the program was judged by 90% of the graduates to have prepared them "well" or "very well." Over 90% of the current students indicated that they felt both programs were preparing them "well" or "very well." Asked how they would evaluate the education they received at the comprehensive high school, 27%

TABLE 6.5

Degree to Which Comprehensive High School Vocational and Academic Programs Prepare Students for Post-Graduate Activities

Program	Percentages of Respondents Indicating Each Degree of Preparation			
	Very Well	Well	Not Very Well	Very Poorly
	Judged by Current Students			
Vocational	52	43	15	0
Academic	34	58	8	0
	Judged by Recent Graduates			
Vocational	49	41	10	0
Academic	26	50	20	10

of the graduates rated it as "excellent," 45% as "very good," 24% as "good," 3% as "poor," and 1% as "very poor."

Seventy-one percent of the graduates indicated that while at their comprehensive high schools they had taken part in a supervised work experience which was part of their program. Of these, 60% found this experience "very valuable" in terms of what they were currently doing at the time of the survey, 25% found the experience "somewhat valuable," 17% found it "not very valuable," and 4% found the experience "not valuable at all."

Employers and post-secondary faculty. Employers and post-secondary faculty rated favorably the preparation of comprehensive high school graduates. However, employers were consistently more positive than post-secondary faculty. Asked to rate the preparation of the graduates in terms of vocational and academic skills, over 90% of the employers indicated that in terms of these skills the graduates of the comprehensive high schools were "well prepared" or "very well prepared" (Table 6.6).

Asked to rate the vocational and academic preparation of comprehensive high school graduates as compared to that of other employees beginning work, 77% of the employers rated the comprehensive high school graduates as vocationally "better" or "much better prepared," and 61% rated them as academically "better" or "much better prepared" (Table 6.7). Only one respondent rated the comprehensive high school graduates "somewhat less well prepared" vocationally.

Six percent of the post-secondary school faculty rating in this area indicated that the comprehensive high school graduates were "somewhat" or

TABLE 6.6

Employers' Rating of the Preparation of Comprehensive High School Graduates

Skills Rated	Percentage of Employers Rating Skill			
	Very Well Prepared	Well Prepared	Not Very Well Prepared	Very Poorly Prepared
Vocational	27	71	2	0
Academic	18	74	8	0

TABLE 6.7

Comparison by Employers of the Preparation of Comprehensive High School Graduates with That of Other New Employees

Area of Preparation	Percentage of Employers Rating Preparation				
	Much Better Prepared	Better Prepared	About as Well Prepared	Somewhat Less Well Prepared	Much Less Well Prepared
Vocational	18	59	20	2	0
Academic	16	45	39	0	0

"much less well prepared" vocationally than their other students, and 14% chose "somewhat" or "much less well prepared" when comparing the academic preparation of the comprehensive high school graduates to that of their other students (Table 6.8). However, 52% of the post-secondary faculty indicated that they felt the comprehensive high school graduates were "better" or "much better prepared" vocationally than their other students, and 20% felt the comprehensive high school graduates were "better prepared" academically.

TABLE 6.8

Comparison by Post-Secondary School Faculty of the Preparation of Comprehensive High School Graduates with That of Other Post-Secondary School Students

Area of Preparation	Percentages of Post-Secondary School Faculty Rating Training				
	Much Better Prepared	Better Prepared	About as Well Prepared	Somewhat Less Well Prepared	Much Less Well Prepared
Vocational	6	46	42	2	4
Academic	0	20	65	14	0

Employers also rated the overall effectiveness of the training received by vocational students in the comprehensive high school more highly than did the post-secondary school faculty (Table 6.9). Twenty-two percent of the employers rated the effectiveness of this training as "excellent," as opposed to 4% of the post-secondary school faculty; 48% rated it as "good"

as opposed to 27% of the post-secondary faculty; 30% and 39%, respectively, of the two groups rated the effectiveness of the training as "good"; and, while none of the employers rated the effectiveness of the training as either "fair" or "poor," 25% and 6%, respectively, of the post-secondary school faculty selected these ratings.

TABLE 6.9

Employers and Post-Secondary School Faculty Rating of the Overall Effectiveness of the Training Received by Vocational Students in the Comprehensive High Schools

Raters	Percentage of Respondents Rating Effectiveness				
	Excellent	Very Good	Good	Fair	Poor
Employers	22	48	30	0	0
Post-Secondary School Faculty	4	27	39	25	6

Asked to rate the work habits and attitudes toward work of the comprehensive high school graduates, over 70% of the employers rated both of these as either "very good" or "excellent" (Table 6.10). None of the employers rated either the work habits or the attitudes toward work of the comprehensive high school graduates as "poor" or "very poor," and, when asked if they would rather hire a graduate from a comprehensive high school than one from a strictly academic high school, 98% of the employers responded "yes."

TABLE 6.10

Employers Rating of the Work Habits and Attitudes toward Work of Comprehensive High School Graduates

Habit or Attitude Rated	Percentage of Employers Rating Effectiveness				
	Excellent	Very Good	Good	Poor	Very Poor
Work Habits	24	48	28	0	0
Attitudes toward Work	34	42	24	0	0

Evaluation of Vocational Programs

Principals and vocational supervisors and instructors were questioned to determine:

- how often formal evaluations of vocational programs are conducted
- what agencies conduct evaluations of the comprehensive high schools
- the major purpose of such evaluations
- to what extent the State Department of Education provides schools with services, support, and/or guidelines for the evaluation of programs

Frequency of evaluations. Asked how often formal evaluations are conducted of their vocational programs, 52% of the vocational supervisors and

71% of the vocational instructors indicated "yearly"; however, 39% of the vocational supervisors and 20% of the vocational instructors indicated "once in the past 3-5 years" (Table 6.11)

TABLE 6.11

Frequency of Formal Evaluations

Respondent	Percentages of Respondents Indicating Frequency			
	Yearly	Every Other Year	Once in the Past 3-5 Years	Never
Vocational Supervisors	52	6	39	3
Vocational Instructors	71	4	20	5

Individuals or agencies conducting formal evaluations. Asked to indicate the individuals or agencies responsible for conducting evaluations at their schools, the majorities of both vocational supervisors and vocational instructors indicated "vocational supervisors" (Table 6.12). The next most frequently selected choices, "other administrative staff of your school" and "State Department of Education," were selected by over a third of both groups of respondents.

TABLE 6.12

Individuals or Agencies Conducting Formal Evaluations

Respondent	Percentages of Respondents Indicating Agency Conducting Evaluation							
	Outside Paid Consultant	Vocational Supervisor	Other Administrative Staff of Your School	Vocational Instructor	Local Vocational Advisory Committee	Local Craft Committee	State Department of Education	Students
Vocational Supervisors	14	54	37	24	22	15	36	N/A
Vocational Instructors	8	61	39	39	23	10	39	24

Purposes of the evaluations. Asked to indicate the purpose(s) for evaluations at their schools, 47% of the vocational supervisors and 62% of the vocational instructors indicated "internal, program improvement purposes," and 40% of the vocational supervisors and 26% of the vocational instructors indicated "accreditation purposes" (Table 6.13).

TABLE 6.13

Purposes of Evaluation

Respondent	Percentages of Respondents Indicating Purposes of Evaluation			
	Compliance with Federal Law	Compliance with State Law	Internal, Program Improvement Purposes	Accreditation Purposes
Vocational Supervisors	8	4	47	40
Vocational Instructors	2	8	62	26

Extent of State Department of Education support for program evaluation. Principals, vocational supervisors, and vocational instructors were asked to indicate the extent to which the State Department of Education provided services, support, and/or guidelines for program evaluation (Table 6.14). The majorities of both principals and vocational instructors indicated to a "moderate" or "great extent"; the majority of vocational supervisors indicated to a "small" or "moderate extent."

TABLE 6.14

Extent to Which State Department of Education Provides Services, Support, and/or Guidelines for Program Evaluation

Respondent	Percentages of Respondents Selecting Extent					
	Very Great Extent	Great Extent	Moderate Extent	Small Extent	Not at All	I Am Unable to Say
Principals	9	25	47	15	1	N/A
Vocational Supervisors	7	18	37	28	8	3
Vocational Instructors	15	29	21	11	5	17

APPENDIX A

Copies of Cover Letters from the Brochure and Questionnaire Mailings

(NOTE: Letters to all groups were printed on NES border paper.)

PART 1: Brochure Mailing Cover Letters to:

- superintendents
- vocational directors
- CESA Coordinators of Vocational Education
- principals
- School Board chairmen
- vocational supervisors at schools not selected for in-depth participation
- vocational supervisors at schools which were selected for in-depth participation

PART 2: Questionnaire Mailing Cover Letters to:

- vocational directors
- principals
- vocational supervisors at schools not selected for in-depth participation
- vocational supervisors at schools which were selected for in-depth participation
- parents
- graduates
- employers
- post-secondary school faculty members

March 1, 1977

Dear Superintendent:

As you know, the state of Georgia has been seriously involved in recent years with the development of an effective vocational education program. A great deal of state and federal energy has been directed toward creating vocational programs to serve many segments of Georgia's population. One such program, geared toward secondary education, has resulted in the 112 comprehensive high schools which now operate as part of Georgia's public school system.

The Georgia Advisory Council on Vocational Education is responsible for evaluating the effectiveness of vocational activities and has undertaken an assessment of comprehensive high schools throughout the state. Enclosed you will find a brochure containing background information on this project. We have also included a brochure and a letter addressed to the chairman of your school board for you to pass along at the next convenient opportunity.

National Evaluation Systems, Inc. (NES) of Amherst, Massachusetts is the contract agency conducting the assessment for the Advisory Council. We will be gathering information via questionnaire mailings, personal or telephone interviews, and record searches on various aspects of the comprehensive high schools. We will be reporting results and recommendations to the Advisory Council during July 1977.

We at NES look forward to working with administrators, teachers, and students within the comprehensive high school system. We hope that the findings of the assessment will prove valuable to the future of vocational education in the state of Georgia.

Sincerely,

Richard G. Allan, Ed.D.
Vice President for
Instructional Development

RGA/gf
Enclosures

March 1, 1977

Dear Vocational Director:

As you know, the state of Georgia has been seriously involved in recent years with the development of an effective vocational education program. A great deal of state and federal energy has been directed toward creating vocational programs to serve many segments of Georgia's population. One such program, geared toward secondary education, has resulted in the 112 comprehensive high schools which now operate as part of Georgia's public school system.

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To facilitate our information gathering, it is important to identify people involved in various aspects of the comprehensive high schools. Accordingly, we have mailed to the vocational supervisor in every comprehensive high school a letter similar to this one. In the letter, we have requested that they provide, on a customized roster, the names of contact persons representing the following constituencies:

- guidance counselors
- vocational teachers
- academic teachers
- recent graduates of comprehensive high schools
- post-secondary vocational faculty
- local employers of graduates

We will be surveying via questionnaires selected contact persons in the above groups, as well as principals, vocational supervisors, vocational directors, currently enrolled vocational students, and parents. Input from these groups will be invaluable to the assessment and should result in timely recommendations to the Georgia Advisory Council on Vocational Education.

Our questionnaire mailings are scheduled for the week of March 21, 1977. During this week you should receive a vocational director's questionnaire, a set of instructions for its completion, and a NES return envelope. The anonymity of all respondents will be protected.

We at NES look forward to working with administrators, teachers, and students within the comprehensive high school system. We hope that the findings of the assessment will prove valuable to the future of vocational education in the state of Georgia.

If you have any questions regarding this or any other phase of the project, please feel free to contact Nancy Courtney at 413-549-2846 (call collect). Thank you for your interest and your cooperation.

Sincerely,

Richard G. Allan, Ed.D.
Vice President for
Instructional Development

RGA/gf
Enclosure

March 1, 1977

Dear Coordinator:

As you know, the state of Georgia has been seriously involved in recent years with the development of an effective vocational education program. A great deal of state and federal energy has been directed toward creating vocational programs to serve many segments of Georgia's population. One such program, geared toward secondary education, has resulted in the 112 comprehensive high schools which now operate as part of Georgia's public school system.

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Sincerely,

Richard G. Allan, Ed.D.
Vice President for
Instructional Development

RGA/gf
Enclosure

March 1, 1977

Dear Principal:

As you know, the state of Georgia has been seriously involved in recent years with the development of an effective vocational education program. A great deal of state and federal energy has been directed toward creating vocational programs to serve many segments of Georgia's population. One such program, geared toward secondary education, has resulted in the 112 comprehensive high schools which now operate as part of Georgia's public school system.

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To facilitate our information gathering, it is important to identify people involved in various aspects of the comprehensive high schools. Accordingly, we have mailed to the vocational supervisor in your comprehensive high school a letter similar to this one. In the letter, we have requested that he or she provide, on a customized roster, the names of contact persons representing the following constituencies:

- guidance counselors
- vocational teachers
- academic teachers
- recent graduates of comprehensive high schools
- post-secondary vocational faculty
- local employers of graduates

You may wish to help your vocational supervisor provide the names of contact persons where appropriate, such as guidance counselors and academic teachers.

We will be surveying via questionnaires selected contact persons in the above groups, as well as principals, vocational supervisors, vocational directors, currently enrolled vocational students, and parents. Input from these groups will be invaluable to the assessment and should result in timely recommendations to the Georgia Advisory Council on Vocational Education.

Our questionnaire mailings are scheduled for the week of March 21, 1977. During this week you should receive a principal's questionnaire, a set of instructions for its completion, and a NES return envelope. The anonymity of all respondents will be protected.

We at NES look forward to working with administrators, teachers, and students within the comprehensive high school system. We hope that the findings of the assessment will prove valuable to the future of vocational education in the state of Georgia.

If you have any questions regarding this or any other phase of the project, please feel free to contact Nancy Courtney at 413-549-2846 (call collect). Thank you for your interest and your cooperation.

Sincerely,

Richard G. Allan, Ed.D.
Vice President for
Instructional Development

RGA/gf
Enclosure

March 1, 1977

Dear Chairman:

As you know, the state of Georgia has been seriously involved in recent years with the development of an effective vocational education program. A great deal of state and federal energy has been directed toward creating vocational programs to serve many segments of Georgia's population. One such program, geared toward secondary education, has resulted in the 112 comprehensive high schools which now operate as part of Georgia's public school system.

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Sincerely,

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Vice President for
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RGA/gf
Enclosure

March 1, 1977

Dear Vocational Supervisor:

As you know, the state of Georgia has been seriously involved in recent years with the development of an effective vocational education program. A great deal of state and federal energy has been directed toward creating vocational programs to serve many segments of Georgia's population. One such program, geared toward secondary education, has resulted in the 112 comprehensive high schools which now operate as part of Georgia's public school system.

The Georgia Advisory Council on Vocational Education is responsible for evaluating the effectiveness of vocational activities and has undertaken an assessment of comprehensive high schools throughout the state. Enclosed you will find a brochure containing background information on this project. We have also included a brochure and letter addressed to the chairman of your local advisory committee for you to pass along at the next convenient opportunity.

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To facilitate our information gathering, it is important to identify people involved in various aspects of the comprehensive high schools. The constituencies we wish to survey via questionnaires are:

- principals
- vocational supervisors
- vocational directors
- guidance counselors
- vocational teachers
- academic teachers
- currently enrolled vocational students
- parents
- recent graduates of comprehensive high schools
- post-secondary vocational faculty
- local employers of graduates

Input from each of these groups will be invaluable to the assessment and should result in timely recommendations to the Georgia Advisory Council on Vocational Education.

Accordingly, we have included a blank roster form which solicits the names of contact persons representing *some* of these groups. We would greatly appreciate it if you would randomly select the requested number of contacts for each constituency listed on the roster, and return the completed form to us by March 11, 1977. You may wish to consult with your principal for some of these groups, such as guidance counselors and academic teachers.

We have tried to make the roster as clear and concise as possible so that its completion will require a minimum expenditure of your time. Your assistance in this phase of the survey will be most valuable.

Our questionnaire mailings are scheduled for the week of March 21, 1977. During that week we will be mailing questionnaires, instructions for their completion, and NES return envelopes *directly* to the selected contact persons. The anonymity of all respondents will be protected.

We at NES look forward to working with administrators, teachers, and students within the comprehensive high school system. We hope that the findings of the assessment will prove valuable to the future of vocational education in the state of Georgia.

If you have any questions regarding this or any other phase of the project, please feel free to contact Nancy Courtney at 413-549-2846 (call collect). Thank you for your interest and your cooperation.

Sincerely,

Richard G. Allan, Ed.D.
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Enclosures

March 1, 1977

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The Georgia Advisory Council on Vocational Education is responsible for evaluating the effectiveness of vocational activities and has undertaken an assessment of comprehensive high schools throughout the state. Enclosed you will find a brochure containing background information on this project. We have also included a brochure and letter addressed to the chairman of your local advisory committee for you to pass along at the next convenient opportunity.

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To facilitate our information gathering, it is important to identify people involved in various aspects of the comprehensive high schools. The constituencies we wish to survey via questionnaires and/or interviews are:

- principals
- vocational supervisors
- vocational directors
- guidance counselors
- vocational teachers
- academic teachers
- currently enrolled vocational students
- parents
- recent graduates of comprehensive high schools
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We have tried to make the roster as clear and concise as possible so that its completion will require a minimum expenditure of your time. Your assistance in this phase of the survey will be most valuable.

Our questionnaire mailings are scheduled for the week of March 21, 1977. During that week we will be mailing questionnaires, instructions for their completion, and NES return envelopes *directly* to the selected contact persons. The anonymity of all respondents will be protected.

A second, more in-depth survey will also be conducted during the week of March 21, 1977. This phase of the project will consist of on-site or telephone interviews with participants from some of the survey groups. Your high school has been randomly selected to participate in the interview, as well as the questionnaire, phase of the project. Consequently, upon receipt of your roster, we may contact some of the people you listed to schedule either on-site or telephone interviews. Trained NES interviewers will be conducting this aspect of the survey. Again, the anonymity of those interviewed will be protected.

We at NES look forward to working with administrators, teachers, and students within the comprehensive high school system. We hope that the findings of the assessment will prove valuable to the future of vocational education in the state of Georgia.

If you have any questions regarding this or any other phase of the project, please feel free to contact Nancy Courtney at 413-549-2846 (call collect). Thank you for your interest and your cooperation.

Sincerely,

Richard G. Allan, Ed.D.
Vice President for
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RGA/gf
Enclosures

APPENDIX A, PART 2

Questionnaire Mailing Cover Letters

April 7, 1977

Dear Vocational Director:

The enclosed questionnaire is part of the Assessment of Comprehensive High Schools being conducted for the Georgia Advisory Council on Vocational Education by National Evaluation Systems. As you know from our letter of March 1, such questionnaires, customized for various segments of the educational community, represent a major part of the overall assessment plan.

Would you please assist us by completing the questionnaire and returning it to us in the enclosed envelope by April 20 (rather than the April 15 date requested on the questionnaire).

The cooperation of educators such as yourself is highly necessary if the assessment is to be a success. You may be assured that all answers will be kept entirely confidential. If you have questions or comments regarding the questionnaire, please do not hesitate to call me (collect) at National Evaluation Systems, (413) 549-2646.

Thank you.

Sincerely,

Michael Daniels
Project Manager

MD/wf
Enclosures

April 7, 1977

Dear Principal:

The enclosed questionnaires are part of the Assessment of Comprehensive High Schools being conducted for the Georgia Advisory Council on Vocational Education by National Evaluation Systems. As you know from our letter of March 1, these questionnaires, customized for various segments of the educational community, represent a major part of the overall assessment plan.

We have enclosed five such questionnaires — one for principals and two each for guidance counselors and academic teachers. To ensure that the information generated by the assessment project is as complete and accurate as possible, will you please assist us by:

1) requesting that the guidance counselors and teachers whose names appear on the attached roster complete their questionnaires and return them to you;

2) completing the principal questionnaire yourself; and

3) collecting the questionnaires and returning them to us in the enclosed envelope by April 15.

The cooperation of educators such as yourself is highly necessary if the assessment is to be a success. You may be assured that all answers will be kept entirely confidential. If you have questions or comments regarding the questionnaires, please do not hesitate to call me (collect) at National Evaluation Systems, (413) 549-2646.

Thank you.

Sincerely,

Michael Daniels
Project Manager

MD/wf
Enclosures

April 7, 1977

Dear Vocational Supervisor:

The enclosed questionnaires are part of the Assessment of Comprehensive High Schools being conducted for the Georgia Advisory Council on Vocational Education by National Evaluation Systems. As you know from our letter of March 1 and your March 30 meeting with Mr. Cargill of the Advisory Council, these questionnaires, customized for various segments of the educational community, represent a major part of the overall assessment plan.

We have anclosed five such questionnaires — one for vocational supervisors and four copies of the questionnaire for vocational teachers. To ensure that the information generated by the assessment project is as complete and accurate as possible, will you please assist us by:

1) requesting that the vocational teachers whose names appear on the attached roster complete their questionnaires and return them to you;

2) completing the vocational supervisor questionnaire form yourself; and,

3) collecting the questionnaires and returning them to us in the enclosed envelope by April 15.

The cooperation of educators such as yourself is highly necessary if the assessment is to be a success. You may be assured that all answers will be kept entirely confidential. If you have questions or comments regarding the questionnaires, please do not hesitate to call me (collect) at National Evaluation Systems, (413) 549-2646.

Thank you.

Sincerely,

Michael Daniels
Project Manager

MD/wf
Enclosures

April 7, 1977

Dear Vocational Supervisor:

The enclosed questionnaires are part of the Assessment of Comprehensive High Schools being conducted for the Georgia Advisory Council on Vocational Education by National Evaluation Systems. As you know from our letter of March 1 and your March 30 meeting with Mr. Cargill of the Advisory Council, these questionnaires, customized for various segments of the educational community, represent a major part of the overall assessment plan.

As you also know from our letter, your school has been randomly selected for in-depth participation. Consequently, we have enclosed with this letter 37 such questionnaires: one for vocational supervisors, four for vocational teachers and a packet containing 16 questionnaires for vocational students and 16 for their parents. To ensure that this crucial component of the assessment produces information which is as thorough and accurate as possible, will you please assist us by:

1) asking the four vocational teachers whose names appear on the attached roster to complete their questionnaires and return them to you;

2. asking ONE of these teachers to have ONE of his/her classes:

   a) fill out the 16 vocational student questionnaires,

   b) take the 16 parent questionnaires home to be filled out by their parents, and

   c) return the completed questionnaires to their teacher, who will return them to you;

(A cover letter which briefly explains the assessment is attached to each parent questionnaire.)

3) completing the questionnaire for vocational supervisors yourself; and,

4) collecting the questionnaires and returning them to us in the enclosed envelope by April 15.

The cooperation of educators such as yourself is highly necessary if the assessment is to be a success. You may be assured that all answers will be kept entirely confidential. If you have questions or comments regarding the questionnaires, please do not hesitate to call me (collect) at National Evaluation Systems, (413) 549-2646.

Thank you.

Sincerely,

Michael Daniels
Project Manager

MD/wf
Enclosures

April 7, 1977

Dear Parent:

As you may know, for a number of years the state of Georgia has been seriously involved in the development of an effective vocational education program. A great deal of state and federal energy has gone into creating vocational programs to serve various segments of Georgia's population. One such effort, geared toward secondary education, has resulted in the 112 comprehensive high schools which now operate as part of Georgia's public school system.

The Georgia Advisory Council on Vocational Education is responsible for evaluating the effectiveness of these vocational activities and, consequently, has undertaken an assessment of comprehensive high schools throughout the state. As the parent of a comprehensive high school student you can contribute greatly to the success of this assessment. By filling out the enclosed questionnaire and giving it to your son or daughter to return to school, you will be helping to ensure that the council is provided with relevant and realistic information.

Please take a few minutes to complete the questionnaire; it should take no more than 15 minutes. You may be assured that your answers will be kept entirely confidential. If you have any questions about the questionnaire or would like to make any comments, please do not hesitate to call (collect) National Evaluation Systems of Amherst, Massachusetts, (413) 549-2646, the agency which is assisting the Advisory Council to conduct the assessment.

We would appreciate the return of the questionnaire by April 15.

Thank you.

Sincerely,

Michael Daniels
Project Manager

MD/wf
Enclosures

April 7, 1977

Dear Graduate:

As you may know, for a number of years the state of Georgia has been seriously involved in the development of an effective vocational education program. A great deal of state and federal energy has gone into creating programs to serve various segments of Georgia's population. One such effort, geared toward secondary education, has resulted in the 112 comprehensive high schools which now operate as part of Georgia's public school system.

The Georgia Advisory Council on Vocational Education is responsible for evaluating the effectiveness of these vocational activities and, consequently, has undertaken an assessment of comprehensive high schools throughout the state. As a recent graduate of a comprehensive high school you can contribute greatly to the success of this assessment. By filling out the enclosed questionnaire and returning it in the enclosed envelope you will be helping to ensure that the council is provided with relevant and realistic information.

Please take a few minutes to complete the questionnaire; it should take no more than 15 minutes. You may be assured that your answers will be kept entirely confidential. If you have any questions about the questionnaire or would like to make any comments, please do not hesitate to call (collect) National Evaluation Systems of Amherst, Massachusetts, (413) 549-2646, the agency which is assisting the Advisory Council to conduct the assessment.

We would appreciate the return of the questionnaire by April 15.

Thank you.

Sincerely,

Michael Daniels
Project Manager

MD/wf
Enclosures

April 7, 1977

Dear Employer:

As you may know, for a number of years the state of Georgia has been seriously involved in the development of an effective vocational education program. A great deal of state and federal energy has gone into creating vocational programs to serve various segments of Georgia's population. One such effort, geared toward secondary education, has resulted in the 112 comprehensive high schools which now operate as part of Georgia's public school system.

The Georgia Advisory Council on Vocational Education is responsible for evaluating the effectiveness of these vocational activities and, consequently, has undertaken an assessment of comprehensive high schools throughout the state. As an employer of a recent comprehensive high school graduate (please see below for graduate's name) you can contribute greatly to the success of this assessment. By filling out the enclosed questionnaire and returning it in the enclosed envelope you will be helping to ensure that the council is provided with relevant and realistic information.

Please take a few minutes to complete the questionnaire. It should take no more than 15 minutes. You may be assured that your answers will be kept entirely confidential. If you have any questions about the questionnaire or would like to make any comments, please do not hesitate to call (collect) National Evaluation Systems of Amherst, Massachusetts, (413) 549-2646, the agency which is assisting the Advisory Council to conduct the assessment.

We would appreciate the return of the questionnaire by April 15.

Thank you.

Sincerely,

Michael Daniels
Project Manager

MD/wf
Enclosures

April 7, 1977

Dear Faculty Member:

As you may know, for a number of years the state of Georgia has been seriously involved in the development of an effective vocational education program. A great deal of state and federal energy has gone into creating vocational programs to serve various segments of Georgia's population. One such effort, geared toward secondary education, has resulted in the 112 comprehensive high schools which now operate as part of Georgia's public school system.

The Georgia Advisory Council on Vocational Education is responsible for evaluating the effectiveness of these vocational activities and, consequently, has undertaken an assessment of comprehensive high schools throughout the state. As an instructor of a recent comprehensive high school graduate (please see below for graduate's name), you can contribute greatly to the success of this assessment. By filling out the enclosed questionnaire and returning it in the enclosed envelope you will be helping to ensure that the council is provided with relevant and realistic information.

Please take a few minutes to complete the questionnaire; it should take no more than 15 minutes. You may be assured that your answers will be kept entirely confidential. If you have any questions about the questionnaire or would like to make any comments, please do not hesitate to call (collect) National Evaluation Systems of Amherst, Massachusetts, (413) 549-2646, the agency which is assisting the Advisory Council to conduct the assessment.

We would appreciate the return of the questionnaire by April 15, 1977.

Thank you.

Sincerely,

Michael Daniels
Project Manager

MD/wf
Enclosure

APPENDIX B

A Copy of the Contact Roster Sent to
Each Comprehensive High School

Survey of Georgia Comprehensive High Schools
CONTACT ROSTER

PLEASE RETURN BY MARCH 11, 1977

I. PRINCIPAL in your high school

(1) Name: _____ School Telephone Number: _____

II. GUIDANCE COUNSELOR(S) in your high school

(1) Name: _____ School Telephone Number: _____

(2) Name: _____ School Telephone Number: _____

III. VOCATIONAL TEACHERS in your high school

(1) Name: _____ Department (if applicable): _____
Grade(s) He/She Teaches: _____

(2) Name: _____ Department (if applicable): _____
Grade(s) He/She Teaches: _____

(3) Name: _____ Department (if applicable): _____
Grade(s) He/She Teaches: _____

(4) Name: _____ Department (if applicable): _____
Grade(s) He/She Teaches: _____

IV. ACADEMIC TEACHERS in your high school

(1) Name: _____ Department (if applicable): _____

Grade(s) He/She Teaches: _____

(2) Name: _____ Department (if applicable): _____

Grade(s) He/She Teaches: _____

V. VOCATIONAL STUDENTS who have *graduated* from your high school (preferably last year); please include one student who is currently working for each employer you list in VI and one student who is currently working with each teacher you list in VII

(1) Name: _____ Year of Graduation: _____

Home Address (street, city, zip): _____

(2) Name: _____ Year of Graduation: _____

Home Address (street, city, zip): _____

(3) Name: _____ Year of Graduation: _____

Home Address (street, city, zip): _____

(4) Name: _____ Year of Graduation: _____

Home Address (street, city, zip): _____

(5) Name: _____ Year of Graduation: _____

Home Address (street, city, zip): _____

V. VOCATIONAL STUDENTS (continued)

(6) Name: _____ Year of Graduation: ____

Home Address (street, city, zip): _____

(7) Name: _____ Year of Graduation: ____

Home Address (street, city, zip): _____

(8) Name: _____

Home Address (street, city, zip): _____

VI. LOCAL EMPLOYERS who have hired one or more of your graduates listed above

(1) Employer's Name: _____ Position: _____

Institution: _____

Address (street, city, zip): _____

Graduate's Name: _____

(2) Employer's Name: _____ Position: _____

Institution: _____

Address (street, city, zip): _____

Graduate's Name: _____

VII. POST-SECONDARY FACULTY in area technical schools who have instructed one or more of your graduates listed above

(1) Teacher's Name: _____ Position: _____

Institution: _____

Address (street, city, zip): _____

Graduate's Name: _____

(2) Teacher's Name: _____ Position: _____

Institution: _____

Address (street, city, zip): _____

Graduate's Name: _____

APPENDIX C

Copies of the Interview Instruments for:

- principals, vocational supervisors, and vocational directors
- vocational and academic instructors
- guidance counselors
- vocational students

AN ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA

An Interview Schedule for Principals,
Vocational Supervisors, and Vocational Directors
Cover Sheet

TO BE COMPLETED BY THE INTERVIEWER:

Date: _____ Interviewer: _____

Name of School: _____

County: _____

Type of School (by geographic and average daily attendance stratification): _____

Name of Respondent: *OPTIONAL*	Position of Respondent: *MANDATORY*
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

OTHER COMMENTS:

I. INTRODUCTION:

Good morning. I'd like to introduce myself. My name is _____, and I'm conducting this interview for National Evaluation Systems of Amherst, Massachusetts. We're working with the Georgia Advisory Council on Vocational Education in conducting an assessment of comprehensive high schools.

As you know, the state of Georgia has been seriously involved, in recent years with the development of an effective vocational education program. One program, geared toward secondary education, has resulted in the 112 comprehensive high schools which now operate as part of Georgia's public school system.

The Advisory Council is responsible for evaluating the effectiveness of vocational activities, and these interviews will provide valuable input for their assessment.

In addition to interviews, we wil also be gathering more specific via questionnaires. Each of you should be receiving a questionnaire in the mail shortly. In both cases, your names will be kept confidential. Your input on various aspects of the comprehensive high school system will be most valuable.

Let's begin.

I. INTRODUCTION (please refer to the standard introduction):

1. In terms of vocational education, what do each of you see as the major role(s) or contribution(s) of the comprehensive high school (CHS) to each of the following?

   a. students (both vocational and academic)
   b. the local community
   c. the county
   d. the state of Georgia

   And secondly: Do you see this method of providing vocational education to be an improvement over the method of offering vocational programs in totally separate schools?

2. The state is encouraging counties to get involved in the comprehensive high school movement. The state now has some 112 CHS's, and there are plans to expand this number to 250.

   a. Does the state provide your school(s) with sufficient funds to support adequate quality programs in both the academic and vocational areas?

   b. Would you advise the state to continue on with plans for 250 CHS's, or do you think there is a need for further support of existing CHS's? (If further support to existing CHS's, ask: What kinds of support for what kinds of programs?)

II. ADMINISTRATIVE STRUCTURE OF YOUR SYSTEM:

3. How does the vocational supervisor's duties compare to those of the other assistant principal(s) in your system? For example:

   a. What are the major functions of each assistant principal (curriculum development, discipline, teacher supervision, interaction with the business manager of your system, fiscal responsibilities, reporting line)?

   b. To what extent does the vocational supervisor interact with external agencies? What is the nature of that interaction?

   c. Is the vocational supervisor working with academic teachers (e.g., English, math) to develop joint programs, etc.?

4. *FOR PRINCIPALS ONLY:* What is your understanding of the responsibility of the vocational supervisor to the vocational director? How does the interaction(s) between the vocational supervisor and the vocational director differ from that between the vocational supervisor and the principal?

III. LOCAL ADVISORY COMMITTEE:

5. What are its major functions? (A brief listing will be appropriate here.)

6. How effectively does it fulfill each function?

7. What is it that makes your committee effective/ineffective?

IV. STAFF DEVELOPMENT:

8. Do you have separate staff development programs for academic and vocational instructors? Do you have any that bring the two groups together? (If so, what is the major purpose of each program?)

9. a. Do you require that both vocational and academic instructors take professional development courses (e.g., during the summer or in the evenings)?

   b. Are the professional staff development requirements different for your vocational and academic instructors (e.g., Masters and advanced degrees, etc.)?

10. *FOR PRINCIPALS ONLY:* What has been the state's role in the staff development programs in your school? Specifically, in terms of:

    a. initiation of programs; mandating such programs

    b. how much financial support they have contributed

    c. how much evaluation of staff development programs the state has required

V. FACILITIES:

An assumption is made that at least some of the vocational programs (e.g., welding) are offered in separate facilities from the academic program.

11. To what extent do separate facilities here foster a sense of isolation among the vocational instructors (e.g., do they feel just separated, or more isolated)?

12. Are your academic facilities used more frequently, by more people, than your vocational facilities (e.g., more hours per week, after hours, by members of the community, parents, etc.)?

13. If you feel any major modifications are needed in any of your facilities, what are they? What kinds of resources would it take to make such modifications?

14. How adequate are your vocational facilities for physically handicapped students (e.g., students in wheelchairs, visually impaired students, students missing one or more limbs)? For example, are there any particular design features which permit handicapped students access to the vocational area?

15. To what extent are handicapped students (physical and special needs) mainstreamed into both vocational and academic programs at your school (compared to being grouped together with other handicapped and special needs students in separate programs, separate rooms, etc.)?

VI. VOCATIONAL PROGRAM:

The concept of vocational "clusters" has been defined as follows:

"The cluster concept broadens vocational course offerings to include several occupational courses in one laboratory rather than one specific occupational course. It is aimed at the preparation of tenth, eleventh and twelfth-grade youth for entry-level capability in a variety of related, rather than specific, occupations." (Taken from *Career and Vocational Education in Georgia: A Program Manual for Local Systems*, GDE Office of Adult and Vocational Education, FY 1975.)

16. How does this cluster concept operate in your school?

17. Do you see this as a more or less effective way of providing vocational training than specific occupational course training?

18. Some people, not necessarily here, have expressed the concern that the vocational programs tend to become the "dumping ground" for those students whom "academics" don't want, can't handle in a disciplinary sense, and so on. To what extent do you sense that this has happened here, or is happening here?

VII. PHILOSOPHY OF VOCATIONAL EDUCATION:

19. Do you feel that the philosophy of your school is one of giving students specific job-skills training, sufficient so that the student can enter a job upon graduation? Or do you think it is one of providing the student with the opportunity to explore a variety of career possibilities, gaining specific job-entry training in a post-secondary setting?

20. Which of the two general approaches do you feel is better for the students and the community in which your school is located?

VIII. INTERACTION AMONG STAFF:

21. On the questionnaires, you will be asked to specifically answer questions dealing with the type and frequency of interaction between your academic and vocational instructors. What I would like to ask you here is for a general impression of how these two groups view one another, how they relate to one another, and what, if anything, needs to be changed about how they interact with one another?

22. I would like to ask you the same question about your academic and vocational students.

IX. INTERACTION AMONG VOCATIONAL PROGRAMS:

23. Given the fact that there is a comprehensive high school here, there may be one or more other CHS's in the county, there may be a vocational school in the county, and there may be a post-secondary technical school in the county; the question arises: To what extent is there cooperation and coordination among these various types and levels of vocational programs? (Focus: program planning, sequencing of courses, job placement services, curriculum development.)

24. Do you feel that the vocational programs offered through the various schools complement one another or compete with one another? (Any specific examples?)

25. To what extent is there an opportunity for student exchange among these programs? For example, is there an opportunity for your students to take courses at different schools (or vice versa); can your twelfth-graders take courses at the post-secondary technical school?

26. Is there an advanced placement program available in the technical school? (If so, how are credits determined?)

X. EVALUATION OF PROGRAMS:

One type of evaluation is the collection and reporting of statistical and financial data (e.g., enrollments by program or course, by sex, per pupil cost, and so on).

27. I would like to know: To which agencies—e.g., state, federal, other—do you report such data? Do they ever communicate back to you about the data? Do you ever use this type of data other than to report it in compliance with some law or regulation?

28. What other type of program evaluation does your school have in the vocational areas? Who does it? Why do you do it?

XI. CONCLUSION:

Information generated by the evaluation of comprehensive high schools will assist the Georgia Advisory Council on Vocational Education in formulating recommendations for modifications and improvements during the continued expansion of Georgia's vocational education activities. The results will also be reported to other agents or agencies such as the Governor's Council. In fact, this assessment has the support of the Governor's office (the interviewer may refer to the brochure).

29. Given these facts, what kinds of information would you want these people to know about comprehensive high schools? Specifically, about the offering of vocational programs through the comprehensive high school system?

30. If you were going to make any recommendations to these people about problems associated with vocational education, especially within a comprehensive high school framework, what would those recommendations be?

Thank you very much for your help. Your answers will provide very valuable information in this assessment project. Again, you will be asked to fill out a more specific questionnaire which asks for some specific data in each of the areas we have discussed here. That questionnaire is as essential to the success of the project as this interview. Again, thank you for your time and cooperation, etc.

AN ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA

An Interview Schedule for Vocational and Academic Teachers

Cover Sheet

TO BE COMPLETED BY THE INTERVIEWER:

Date: _____ Interviewer: _____

Name of School: _____

County: _____

Type of School (by geographic and average daily attendance stratification): _____

Name of Respondent: *OPTIONAL*	Position of Respondent: *MANDATORY*
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

OTHER COMMENTS:

AN ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA

An Interview Schedule for Vocational and Academic Teachers

I. INTRODUCTION (please refer to the standard introduction)

II. GENERAL INFORMATION:

1. We might start out by asking you a general question. In terms of vocational education, what do each of you see as the major role(s) or contribution(s) of the comprehensive high school (CHS) to each of the following?

   a. students (both academic and vocational)
   b. the local community
   c. the county
   d. the state of Georgia

2. Secondly, do you see this method of providing vocational education as an improvement over the method of having the vocational programs offered in totally separate schools?

III. STAFF DEVELOPMENT:

On the questionnaire you will be asked a series of specific questions on staff development programs. What I would like to ask you here is:

3. What is the nature of in-service training here? Do you have some in-service programs for academic instructors only? For vocational instructors only? Do you have any in-service programs that bring the two groups together?

4. If you do have, or have had, such in-service training, how effective do you think it has been?

5. Are there different requirements for academic and for vocational teachers regarding professional improvement courses (e.g., during the summer, Masters or advanced degrees, etc.)? Are there incentives for such course work?

6. To what extent do you think there is a feeling among the teachers that a student who has "low academic skills" automatically should be placed into a vocational program?

7. To what extent do you think students who have been identified as being problem students (in the sense of discipline problems) tend to be placed into vocational programs?

   Another way of looking at this question is: Some people, not necessarily here, have expressed concern that the vocational programs tend to become the "dumping ground" for students who don't succeed well in academic programs, who are disciplinary problems, and so on. To what extent do each of you sense that this has happened here or is happening here?

8. Do you feel that the philosophy of your school is one of giving students specific job-skills training, sufficient so that the student can enter a job upon graduation? Or do you think it is one of providing the student with the opportunity to explore a variety of career possibilities, gaining specific job-entry training in a post-secondary setting?

9. Which of the two general approaches do you feel is better for the students and the community in which your school is located?

10. To what extent do each of you personally get involved in the "counseling" process with your own students (e.g., personal counseling, career counseling, job placement, and so on)?

11. To what extent is this typical of other teachers in your school?

12. On the questionnaire you will be asked a series of questions on the type and frequency of interaction between academic instructors and vocational instructors. What I would like to ask here is: How do these two groups view one another? In general, how do you relate to one another? What, if anything, should be changed about how you interact with one another? (Focus: areas of cooperation, areas of contention; curriculum planning; joint program planning; professional training; salaries; etc.)

13. A related question: How do the academic students and vocational students view one another? How do they relate to one another? What are the areas of cooperation; of contention?

14. To what extent do vocational instructors at your school interact with vocational instructors at other schools—other CHS's, vocational schools, and post-secondary schools? (Focus: curriculum planning, course sequencing, job placement for students.)

IV. CONCLUSION:

Information generated by the evaluation of comprehensive high schools will assist the Georgia Advisory Council on Vocational Education in formulating recommendations for modifications and improvements during the continued expansion of Georgia's vocational education activities. The results will also be reported to other agents or agencies such as the Governor's Council. In fact, this assessment has the support of the Governor's office (the interviewer may refer to the brochure).

29. Given these facts, what kinds of information would you want these people to know about comprehensive high schools? Specifically, about the offering of vocational programs through the comprehensive high school system?

30. If you were going to make any recommendations to these people about problems associated with vocational education, especially within a comprehensive high school framework, what would those recommendations be?

Thank you very much for your help. Your answers will provide very valuable information in this assessment project. Again, you will be asked to fill out a more specific questionnaire which asks for some specific data in each of the areas we have discussed here. That questionnaire is as essential to the success of the project as this interview. Again, thank you for your time and cooperation, etc.

AN ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA

An Interview Schedule for Vocational and Academic Teachers

I. INTRODUCTION (please refer to the standard introduction)

II. GENERAL INFORMATION:

1. We might start out by asking you a general question. In terms of vocational education, what do each of you see as the major role(s) or contribution(s) of the comprehensive high school (CHS) to each of the following?

   a. students (both academic and vocational)
   b. the local community
   c. the county
   d. the state of Georgia

2. Secondly, do you see this method of providing vocational education as an improvement over the method of having the vocational programs offered in totally separate schools?

III. STAFF DEVELOPMENT:

On the questionnaire you will be asked a series of specific questions on staff development programs. What I would like to ask you here is:

3. What is the nature of in-service training here? Do you have some in-service programs for academic instructors only? For vocational instructors only? Do you have any in-service programs that bring the two groups together?

4. If you do have, or have had, such in-service training, how effective do you think it has been?

5. Are there different requirements for academic and for vocational teachers regarding professional improvement courses (e.g., during the summer, Masters or advanced degrees, etc.)? Are there incentives for such course work?

6. To what extent do you think there is a feeling among the teachers that a student who has "low academic skills" automatically should be placed into a vocational program?

7. To what extent do you think students who have been identified as being problem students (in the sense of discipline problems) tend to be placed into vocational programs?

   Another way of looking at this question is: Some people, not necessarily here, have expressed concern that the vocational programs tend to become the "dumping ground" for students who don't succeed well in academic programs, who are disciplinary problems, and so on. To what extent do each of you sense that this has happened here or is happening here?

8. Do you feel that the philosophy of your school is one of giving students specific job-skills training, sufficient so that the student can enter a job upon graduation? Or do you think it is one of providing the student with the opportunity to explore a variety of career possibilities, gaining specific job-entry training in a post-secondary setting?

9. Which of the two general approaches do you feel is better for the students and the community in which your school is located?

10. To what extent do each of you personally get involved in the "counseling" process with your own students (e.g., personal counseling, career counseling, job placement, and so on)?

11. To what extent is this typical of other teachers in your school?

12. On the questionnaire you will be asked a series of questions on the type and frequency of interaction between academic instructors and vocational instructors. What I would like to ask here is: How do these two groups view one another? In general, how do you relate to one another? What, if anything, should be changed about how you interact with one another? (Focus: areas of cooperation, areas of contention; curriculum planning; joint program planning; professional training; salaries; etc.)

13. A related question: How do the academic students and vocational students view one another? How do they relate to one another? What are the areas of cooperation; of contention?

14. To what extent do vocational instructors at your school interact with vocational instructors at other schools—other CHS's, vocational schools, and post-secondary schools? (Focus: curriculum planning, course sequencing, job placement for students.)

IV. CONCLUSION:

Information generated by the evaluation of comprehensive high schools will assist the Georgia Advisory Council on Vocational Education in formulating recommendations for modifications and improvements during the continued expansion of Georgia's vocational education activities. The results will also be reported to other agents or agencies such as the Governor's Council. In fact, this assessment has the support of the Governor's office (the interviewer may refer to the brochure).

29. Given these facts, what kinds of information would you want these people to know about comprehensive high schools? Specifically, about the offering of vocational programs through the comprehensive high school system?

30. If you were going to make any recommendations to these people about problems associated with vocational education, especially within a comprehensive high school framework, what would those recommendations be?

Thank you very much for your help. Your answers will provide very valuable information in this assessment project. Again, you will be asked to fill out a more specific questionnaire which asks for some specific data in each of the areas we have discussed here. That questionnaire is as essential to the success of the project as this interview. Again, thank you for your time and cooperation, etc.

AN ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA

An Interview Schedule for Vocational Students

Cover Sheet

TO BE COMPLETED BY THE INTERVIEWER:

Date: 3/25/77 Interviewer: Sue Nort

Name of School: Monroe Comprehensive High School

County: Walton Co.

Type of School (by geographic and average daily attendance stratification): small town

Name of Respondent: *OPTIONAL*	Position of Respondent: *MANDATORY*
1. Diane Sossebs	
2. Joanna Jett	
3.	
4.	

OTHER COMMENTS:

AN ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA

An Interview Schedule for Guidance Counselors

Cover Sheet

TO BE COMPLETED BY THE INTERVIEWER:

Date: _____ Interviewer: _____

Name of School: _____

County: _____

Type of School (by geographic and average daily attendance stratification): _____

	Name of Respondent: *OPTIONAL*	Position of Respondent: *MANDATORY*
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

OTHER COMMENTS:

AN ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA

An Interview Schedule for Guidance Counselors

I. INTRODUCTION (please refer to the standard introduction)

II. GENERAL INFORMATION:

1. In terms of vocational education, what do you see as the major role(s) or contribution(s) of the comprehensive high school (CHS) to each of the following?

   a. students (both academic and vocational)
   b. the local community
   c. the county
   d. the state of Georgia

   Secondly: Do you see this method of providing vocational education as an improvement over the method of having the vocational programs offered in totally separate schools?

2. The state is encouraging counties to get involved in the comprehensive high school movement. The state now has some 112 CHS's, and there are plans to expand this number to 250.

   a. Does the state provide your school with sufficient funds to support adequate, quality programs in both the academic and vocational areas?

   b. Would you advise the state to continue on with plans for 250 CHS's, or do you think there is a need for further support of existing CHS's?

III. COUNSELING PROCEDURES:

3. What is the typical process for choosing or screening students for entry into the vocational programs in your comprehensive high school? (That is, what criteria are used for encouraging/discouraging a student to enroll in a vocational program?)

4. Are there specific guidance counselor(s) assigned to vocational students and different counselor(s) assigned to academic students? How often would a guidance counselor see a student (assuming the student did not have a particular problem)? Does the frequency of interaction differ for contacts with vocational students compared to contacts with academic students?

5. Some people, not necessarily here, have expressed concern that the vocational programs tend to become the "dumping ground" for those students the "academics" don't want, can't handle in a disciplinary sense, and so on. To what extent do you sense that this has happened here or is happening here?

6. A related question: To what extent do you think there is pressure in your school—from teachers, students, counselors, and even from parents—to push "top" students into the academic/college programs and "poorer" students into the vocational programs?

7. Are all of a student's grades considered when assigning honor roll status, honor society membership, etc.?

IV. HANDICAPPED AND DISADVANTAGED STUDENTS:

8. Could you please describe the services available in your school for handicapped students? (Handicapped is defined to include NOT just physical handicaps, but also hearing/speech/visually impaired; behaviorally disturbed; other health impaired).

9. To what extent are handicapped students mainstreamed into both the vocational and the academic programs at your school, as compared to being grouped together with other handicapped students in separate programs, separate rooms, and so on? (Here, handicapped is defined to include visually and hearing impaired; physical handicaps, such as being confined to a wheelchair or having muscular or neuromuscular handicaps, are also included.)

10. Could you describe the services available in your school for disadvantaged students? (Disadvantaged includes four categories: (1) lack of basic academic and/or vocational skills prerequisite to enrollment; (2) overaged/underaged person; (3) low family income resulting in lack of financial resources to cover expenses normally incurred by students while participating in a vocational program; and (4) demonstrated alienation toward school.)

V. PHILOSOPHY OF VOCATIONAL EDUCATION:

11. Do you feel that the philosophy of your school is one of giving students specific job skills training, sufficient so that the student can enter a job upon graduation? Or do you think it is one of providing the student with the opportunity to explore a variety of career possibilities, gaining specific job-entry training in a post-secondary setting?

12. Which of the two general approaches do you feel is better for your students? For your local community?

13. To what extent do you think the parents, students, and members of the local vocational advisory committee believe the vocational students in your school are receiving terminal vocational training (i.e., job entry upon graduation) as opposed to pre-vocational training (i.e., further vocational training upon graduation)?

14. To what extent do they--the groups discussed in Question #13--want your vocational programs to be job-entry level training, as compared to pre-vocational training?

VI. INTERACTION AMONG VOCATIONAL AND ACADEMIC STUDENTS:

15. On the questionnaire which you will receive, you will be asked to answer specific questions dealing with the type and frequency of interaction between your academic and vocational students. What I would like to ask you here is for a general impression of how these two groups view one another; how they relate to one another; and what, if anything, needs to be changed about how they interact with one another?

VII. INTERACTION AMONG GUIDANCE COUNSELORS IN DIFFERENT VOCATIONAL PROGRAMS:

16. To what extent is there interaction among the guidance counselors in your school; with neighboring schools; with other comprehensive high schools in the county; and with area post-secondary technical schools?

17. Also, what is the nature of that interaction?

VIII. JOB PLACEMENT ACTIVITIES:

18. What job placement services are available in your school for vocational students upon graduation?

19. Are those same services available—or are different services available—to vocational students who drop out of school but who want/need a job?

20. To what extent are the job placement services of your school coordinated with outside employment services/agencies? (And, if appropriate: To what extent are such job placement services in your school coordinated with those of the state and federal governments?)

21. (If not answered as part of Question #17): To what extent are job placement services coordinated with:

    a. such services at the area post-secondary technical school?
    b. such services at other comprehensive schools?

22. Of those students who graduate and get full-time jobs, what percent would you estimate get their jobs from the following sources?

    PERCENT

    _____ a. the efforts of representatives of the CHS
    _____ b. their own individual efforts
    _____ c. other placement services in the local area
    _____ d. some other source (what?)

IX. POST-GRADUATE ACTIVITIES:

23. Does your school conduct any follow-up studies of your vocational graduates? How frequently?

Could I please have a copy of the latest follow-up(s) to provide information on how many students are involved in various activities: school, work, military, etc.? (Interviewer: If such a study is available, try to obtain one; it will save time. The other alternative is to ask a series of questions of the counselor—e.g., how many students are doing what, how successfully, how well prepared do they feel they are coming out of the CHS, etc.)

X. CONCLUDING COMMENTS:

Information generated by the evaluation of comprehensive high schools will assist the Georgia Advisory Council on Vocational Education in formulating recommendations for modifications and improvements during the continued expansion of Georgia's vocational education activities. The results will also be reported to other agents or agencies such as the Governor's Council. In fact, this assessment has the support of the Governor's office (the interviewer may refer to the brochure).

29. Given these facts, what kinds of information would you want these people to know about comprehensive high schools? Specifically, about the offering of vocational programs through the comprehensive high school system?

30. If you were going to make any recommendations to these people about problems associated with vocational education, especially within a comprehensive high school framework, what would those recommendations be?

Thank you very much for your help. Your answers will provide very valuable information in this assessment project. Again, you will be asked to fill out a more specific questionnaire which asks for some specific data in each of the areas we have discussed here. That questionnaire is as essential to the success of the project as this interview. Again, thank you for your time and cooperation, etc.

AN ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA

An Interview Schedule for Vocational Students

Cover Sheet

TO BE COMPLETED BY THE INTERVIEWER:

Date: _____ Interviewer: _____

Name of School: _____

County: _____

Type of School (by geographic and average daily attendance stratification): _____

Name of Respondent: *OPTIONAL*	Position of Respondent: *MANDATORY*
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

OTHER COMMENTS:

AN ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA

An Interview Schedule for Vocational Students

I. INTRODUCTION (please refer to standard introduction)

II. GENERAL INFORMATION:

1. Which vocational program is each of you in?

2. Why are you in this particular program? (Don't feed the student answers, but look for these kinds of answers: parents/counselors suggested it, I want a particular job, my friends are in it, etc.)

3. What do you hope to get out of the program you are in (e.g., training to get a job, to get into a post-secondary vocational school, to go to another kind of school).

4. How well do you think you are doing in your vocational program? Also, how well do you think this program is preparing you for what you want to do?

5. In general, how satisfied are you with the program you are in (e.g., teachers, classes, subject matter)?

6. To what extent have you been encouraged to look at different vocational opportunities; to find out about different kinds of jobs?

7. Who, if anyone, has offered this encouragement (e.g., counselors, teachers, other students)?

8. How often do you see a guidance counselor?

9. When you see a guidance counselor, what is usually the reason?

10. a. Do the students in the vocational programs tend to associate with each other, while those in academic programs tend to do the same? Or is there a lot of mixing together between the vocational and academic students?

    b. In general, do students from the different programs get along well together, or don't they really get together too often?

    c. How do YOU treat students from other programs in the school? (Or, what is YOUR attitude about students in other vocational programs; in academic programs?)

11. Have you ever had an opportunity to take courses at other schools? If so, what did you take; at what kind of school?

12. Do you plan to graduate, or do you think you might drop out of school and get a job?

13. What do you plan to do after graduation from high school (e.g., go to a post-secondary vocational school, get a job, go into the service, go on to another post-secondary school—what type)?

14. Are there procedures in school which will help you to get a job when you get out of here, if that's what you want to do?

15. Are there other services outside of school that you have thought about using to help you get a job?

16. Do you already have personal (e.g., friends, family) connections for getting a job when you get out of school?

17. What do you like BEST about the program you are in?

18. What do you like LEAST about that program?

III. CONCLUSION:

19. Finally, do you have any comments you'd like to make about vocational education—problems, strengths, whatever—in this high school?

Thank you very much for your help, etc.

ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA:

A Questionnaire for Vocational Directors

1 2 3 4 5 6 7 8 9

Please leave these spaces BLANK. Thank you.

Please return by: April 15, 1977

Name of county: _____

Number of comprehensive high schools in the county: _____

Number of vocational supervisors who report to you: _____

Listed below are some possible ways in which you might interact with your vocational supervisors. On the average, how frequently do YOU, PERSONALLY, interact with these supervisors in EACH area listed? For each situation, please choose the appropriate response from the following frequency scale. Enter the number of your answer in the box beside the item. (Throughout the questionnaire, please feel free to make additional comments in the margins.)

I interact with my vocational supervisors in this way:

1 = Once a day or more
2 = Two or three times a week
3 = Once a week
4 = Once every two weeks
5 = Once a month
6 = Once every three months
7 = Less than once every three months
8 = Never

☐ 1. Curriculum planning/development

☐ 2. Cooperative program planning between/among comprehensive high schools

☐ 3. Budgetary/fiscal problems/matters

☐ 4. Staff development for vocational staff

☐ 5. Job placement activities for students

☐ 6. Professional meetings

☐ 7. Social meetings

☐ 8. Discuss issues raised by advisory and/or crafts committees

☐ 9. Other (please specify): _____

Listed below are several types of educators and agencies with whom you may interact. On the average, how frequently do YOU, PERSONALLY, interact with each person or agency listed? Please choose the appropriate response from the following frequency scale. Enter the number of your answer in the box beside the item.

I interact with this educator or agency:

1 = Once a day or more
2 = Two or three times a week
3 = Once a week
4 = Once every two weeks
5 = Once a month
6 = Once every three months
7 = Less than once every three months
8 = Never

☐ 10. Board of Education

☐ 11. Superintendent

☐ 12. Other vocational directors from other counties

☐ 13. Principals of comprehensive high schools in your county

☐ 14. Member(s) of local vocational advisory committees

☐ 15. Member(s) of local crafts committees

☐ 16. School business managers

☐ 17. Outside agencies such as the State Department of Education, various HEW departments, and so on

DIRECTIONS: On the following questions, please put a checkmark (✓) on the blank line to the left of the item you choose as your answer. For example, if the following question were asked, your answer might look like this:

In which state do you currently reside?

✓ (1) Georgia
___ (2) Alabama
___ (3) Florida
___ (4) Another state

18. Are you personally responsible for calling meetings of local vocational advisory committees within your county?

___ (1) Yes
___ (2) No

19. Do you APPOINT individuals to either local vocational advisory committees or local crafts committees?

___ (1) Yes
___ (2) No

20. In general, which of the following do YOU believe is the more important function of the comprehensive high school?

___ (1) Giving students the opportunity to explore career clusters
___ (2) Providing students with job-entry level training
___ (3) They are equally important.
___ (4) Not sure

21. In general, how would YOU describe the primary purpose of vocational training in the comprehensive high school?

___ (1) To provide a pre-vocational program for students who, upon graduation, will go on to post-secondary training

___ (2) To train students competent in job-entry skills, in order to prepare them to take full-time jobs upon graduation

___ (3) To give students the opportunity to explore career clusters

22. To what extent do you think that parents, students, advisory committee members, and local community members believe that VOCATIONAL students in your school are receiving terminal, vocational training (i.e., job entry upon graduation) as opposed to pre-vocational training (i.e., further post-secondary training)?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

To what extent do the VOCATIONAL INSTRUCTORS in the different vocational programs in your county (in vocational schools as well as in comprehensive high schools) interact in each of the areas listed below? For each area, please choose the appropriate response from the following extent scale and enter the number of your answer in the box beside the item.

> Vocational instructors in different county programs interact in this way:
>
> 1 = To a very great extent
> 2 = To a great extent
> 3 = To a moderate extent
> 4 = To a small extent
> 5 = Not at all
> 6 = I am unable to say.

☐ 23. Coordination of instruction

☐ 24. Joint or complementary program planning

☐ 25. Student problems/student screening

☐ 26. Student job placement

☐ 27. Coordination of student job placement

☐ 28. Professional meetings

29. Among the schools in your county, to what extent is there duplication of programs which have relatively low enrollments?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

Given the total annual budget of your schools, what percentage comes from each of the following sources? (Please write your answers in the blanks provided.)

30. State government: _____%

31. Federal government: _____%

32. County: _____%

What percentage do you project will be needed from each of these sources, on an annual basis, over the next five years?

33. State government: _____%

34. Federal government: _____%

35. County: _____%

36. To what extent do you think your budget is adequate to meet your VOCATIONAL PROGRAM needs?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all

37. We understand that you are required to submit reports on statistical and/or financial data (such as enrollments, perhaps by program and by race and sex; per pupil cost per program, and so on). Besides the State Department of Education, to what other agencies—county, state, and/or federal—must you also report data? Please list them below:

(1) _____

(2) _____

(3) _____

(4) _____

38. Finally, if there were ONLY ONE THING you would like the Georgia Advisory Council on Vocational Education or the Georgia Department of Education to know about the problems associated with operating vocational programs in comprehensive high schools, what would it be?

_____

_____

_____

_____

_____

Thank you very much for your help. Your answers will provide the Advisory Council and the Department of Education with very valuable information about the effectiveness of the comprehensive high school system in Georgia.

1	2	3	4	5	6	7	8	9

Please leave these spaces BLANK. Thank you.

ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA:

A Questionnaire for Principals

Please return by: April 15, 1977

Name of School: _____

SECTION I: FINANCIAL RESPONSIBILITIES

What percentage of the total annual budget of your comprehensive high school comes from each of the following sources? (Please write your answers in the blanks provided. Throughout the questionnaire, please feel free to make additional comments in the margins.)

1. State government: _____%

2. Federal government: _____%

3. County: _____%

What percentage do you project will be needed from each of these sources, on an annual basis, over the next five years?

4. State government: _____%

5. Federal government: _____%

6. County: _____%

DIRECTIONS: For the following questions, please put a checkmark (✓) on the blank line to the left of the item you choose as your answer. For example, if the following question were asked, your answer might look like this:

In which state do you currently reside?

✓ (1) Georgia
___ (2) Alabama
___ (3) Florida
___ (4) Another state

7. In general, what is the AVERAGE local supplement to vocational teachers' salaries?

___ (1) None
___ (2) Less than $250
___ (3) Between $250 and $500
___ (4) Between $501 and $750
___ (5) Between $751 and $1,000
___ (6) Between $1,001 and $1,250
___ (7) More than $1,250

8. In general, what is the AVERAGE local supplement to academic teachers' salaries?

___ (1) None
___ (2) Less than $250
___ (3) Between $250 and $500
___ (4) Between $501 and $750
___ (5) Between $751 and $1,000
___ (6) Between $1,001 and $1,250
___ (7) More than $1,250

9. How many teachers employed in vocational education are not in Section 10(A)(2)?

___ (1) None
___ (2) Between 1 and 5
___ (3) Between 6 and 10
___ (4) Between 11 and 15
___ (5) More than 15

10. How many vocational teachers are paid through local funds?

___ (1) None
___ (2) Between 1 and 5
___ (3) Between 6 and 10
___ (4) Between 11 and 15
___ (5) More than 15

11. How many vocational teachers are paid under the APEG allotment?

___ (1) None
___ (2) Between 1 and 5
___ (3) Between 6 and 10
___ (4) Between 11 and 15
___ (5) More than 15

12. How many ADDITIONAL academic teachers—additional to the ratio of one teacher to 25 pupils allowed by the state—does your school presently employ?

___ (1) None
___ (2) Five or less
___ (3) Between 6 and 10
___ (4) Between 11 and 15
___ (5) More than 15

13. To what extent do you think your budget is adequate to meet your VOCATIONAL program needs?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all

14. To what extent do you think your budget is adequate to meet your ACADEMIC program needs?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all

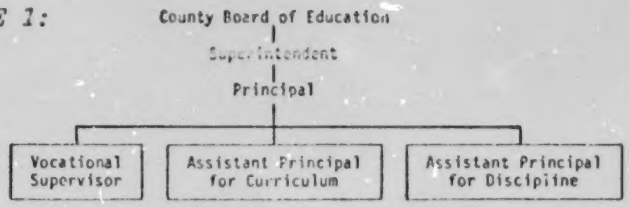
15. The state of Georgia has 112 comprehensive high schools and plans to expand this number to 250. If you were to advise the state, which of the following positions would you advocate?

___ (1) The state should continue to open comprehensive high schools until it reaches the projected 250.

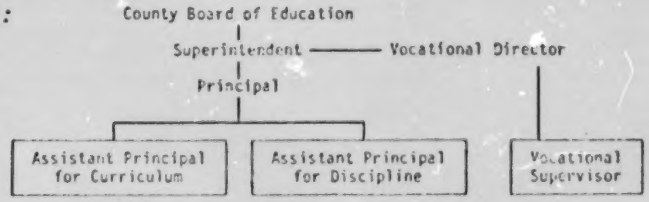
___ (2) The state should provide more support to the existing comprehensive high schools before it opens any more.

SECTION II: ADMINISTRATIVE STRUCTURE

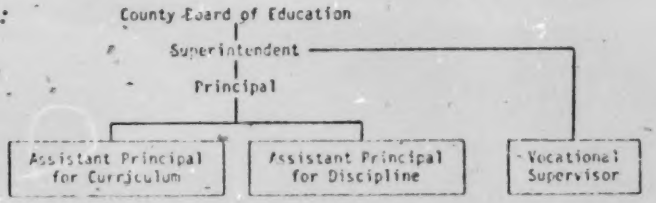
EXAMPLE 1:



EXAMPLE 2:



EXAMPLE 3:



16. Which of the three examples best describes the administrative structure in your school?

___ (1) Example 1
___ (2) Example 2
___ (3) Example 3
___ (4) None of them

If you answered "None of them," please explain how your administrative structure is organized by making a diagram below.

SECTION III: INTERACTION WITH OTHERS

Listed below are several types of educators and agencies. Please indicate how frequently, on the average, you interact with EACH of these people and agencies. For each item, choose the appropriate response from the following frequency scale. Enter the number of your answer in the box beside the item.

I interact with this educator or agency:

1 = Once a day
2 = Two or three times a week
3 = Once a week
4 = Once every two weeks
5 = Once a month
6 = Once every three months
7 = Less than once every three months
8 = Never

☐ 17. Board of Education

☐ 18. Superintendent

☐ 19. County vocational director (if there is one)

☐ 20. Vocational supervisor

☐ 21. Assistant principal(s)

☐ 22. Business manager

☐ 23. Vocational department heads

☐ 24. Academic department heads

☐ 25. Outside agencies such as the State Department of Education, HEW agencies, and so on

SECTION IV: STAFF DEVELOPMENT

26. Does your school presently have (a) staff development program(s)?

___ (1) Yes
___ (2) No

Listed below are some possible staff development programs which may be offered to your staff. You are asked to supply three types of information for EACH possible program.

27. Curriculum and program development:

A. Do you have such a program?

___ (1) Yes
___ (2) No *(If NO, please skip to Question #28.)*

B. For which type of staff is the program offered?

___ (1) Vocational instructors
___ (2) Academic instructors
___ (3) Administrators
___ (4) A combination of the above

C. What percentage of the program cost is paid by the state?

_____%

28. Teaching improvement skills:

A. Do you have such a program?

___ (1) Yes
___ (2) No *(If NO, please skip to Question #29.)*

B. For which type of staff is the program offered?

___ (1) Vocational instructors
___ (2) Academic instructors
___ (3) Administrators
___ (4) A combination of the above

C. What percentage of the program cost is paid by the state?

_____%

29. Required certification topics (e.g., history and philosophy of vocational education, methods of vocational education):

A. Do you have such a program?

___ (1) Yes
___ (2) No *(If NO, please skip to Question #30.)*

B. For which type of staff is the program offered?

___ (1) Vocational instructors
___ (2) Academic instructors
___ (3) Administrators
___ (4) A combination of the above

C. What percentage of the program cost is paid by the state?

_____%

30. Career education:

A. Do you have such a program?

___ (1) Yes
___ (2) No *(If NO, please skip to Question #31.)*

B. For which type of staff is the program offered?

___ (1) Vocational instructors
___ (2) Academic instructors
___ (3) Administrators
___ (4) A combination of the above

C. What percentage of the program cost is paid by the state?

_____%

31. Developing human relations/interpersonal skills:

A. Do you have such a program?

___ (1) Yes
___ (2) No *(If NO, please skip to Question #32.)*

B. For which type of staff is the program offered?

___ (1) Vocational instructors
___ (2) Academic instructors
___ (3) Administrators
___ (4) A combination of the above

C. What percentage of the program cost is paid by the state?

_____%

32. Developing skills to deal with special populations, such as handicapped students, disadvantaged students, students with learning disabilities:

A. Do you have such a program?

___ (1) Yes
___ (2) No *(If NO, please skip to Question #33.)*

B. For which type of staff is the program offered?

___ (1) Vocational instructors
___ (2) Academic instructors
___ (3) Administrators
___ (4) A combination of the above

C. What percentage of the program cost is paid by the state?

_____%

33. Increasing content knowledge in basic areas such as reading, mathematics, metrics, etc.:

A. Do you have such a program?

___ (1) Yes
___ (2) No *(If NO, please skip to Question #34.)*

B. For which type of staff is the program offered?

___ (1) Vocational instructors
___ (2) Academic instructors
___ (3) Administrators
___ (4) A combination of the above

C. What percentage of the program cost is paid by the state?

_____%

34. Other (please specify): _____

A. Do you have such a program?

___ (1) Yes
___ (2) No *(If NO, please skip to Question #35.)*

B. For which type of staff is the program offered?

___ (1) Vocational instructors
___ (2) Academic instructors
___ (3) Administrators
___ (4) A combination of the above

C. What percentage of the program cost is paid by the state?

_____%

35. As an administrator, do you take professional improvement courses of any type during the summer, evenings, or after school hours?

___ (1) Yes
___ (2) No *(If NO, please skip to Question #39.)*

36. If YES, are such courses required?

___ (1) Yes
___ (2) No

37. Are your expenses paid for such course work?

___ (1) Yes
___ (2) No

38. Do you receive any additional stipend?

___ (1) Yes
___ (2) No

SECTION V: FACILITIES

39. Are your academic and vocational programs housed, for the most part, in separate facilities?

___ (1) Yes
___ (2) No
___ (3) Somewhat (please explain): _____

_____

40. In your opinion, are your vocational facilities:

___ (1) Overcrowded
___ (2) Utilized at the level of state standards
___ (3) Underutilized

41. To what extent have your physical facilities in the ACADEMIC areas been modified to accommodate those students with physical handicaps? (Physical handicaps would include visual and/or hearing impairments, muscular and/or neuromuscular disorders, students in wheelchairs, etc.)

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all

42. To what extent do YOU personally think there is a feeling among the ACADEMIC TEACHERS in your school that a student who has "low academic skills" should be placed in a vocational program?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

43. To what extent do YOU personally think there is a feeling among the GUIDANCE COUNSELORS in your school that a student who has "low academic skills" should be placed in a vocational program?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

44. To what extent do YOU think that students who have been identified as behavior or discipline problems tend to be put into vocational programs?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

45. In general, which of the following do YOU believe is the more important function of the comprehensive high school?

___ (1) Giving students the opportunity to explore career clusters
___ (2) Providing students with job-entry level training
___ (3) They are equally important.
___ (4) Not sure

46. In general, how would YOU describe the primary purpose of vocational training AT YOUR COMPREHENSIVE HIGH SCHOOL?

___ (1) To provide a pre-vocational program for students who, upon graduation, will go on to post-secondary training

___ (2) To train students competent in job-entry skills, in order to prepare them to take full-time jobs upon graduation

___ (3) To give students the opportunity to explore career clusters

47. To what extent do you think that parents, students, advisory committee members, and local community members believe that VOCATIONAL students in your school are receiving terminal, vocational training (i.e., job entry upon graduation) as opposed to pre-vocational training (i.e., further, post-secondary training)?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

SECTION VI: INTERACTION BETWEEN VOCATIONAL AND ACADEMIC INSTRUCTORS

Listed below are several possible ways in which the vocational and academic INSTRUCTORS at your school might interact. To what extent do YOU feel that the two groups interact in each situation listed? Please read each possible type of interaction and choose the appropriate response from the following extent scale. Enter the number of your answer in the box beside the item.

Vocational and academic instructors at my school interact in this way:

1 = To a very great extent
2 = To a great extent
3 = To a moderate extent
4 = To a small extent
5 = Not at all
6 = I am unable to say.

☐ 48. Coordination of instruction

☐ 49. Joint or complementary program planning

☐ 50. Student problems/student screening

☐ 51. Student job placement

☐ 52. Professional meetings

☐ 53. Social gatherings

☐ 54. Planning special experiences for handicapped and/or special needs students

☐ 55. Other (please specify): _____

SECTION VII: INTERACTION BETWEEN VOCATIONAL AND ACADEMIC STUDENTS

It is also important to know the type and extent of interaction between the vocational and academic STUDENTS at your school. Listed below are a number of possible ways in which the two groups might interact. For each situation listed, please indicate the extent to which vocational and academic students interact by choosing the appropriate response from the following extent scale. Enter the number of your answer in the box beside the item.

Vocational and academic students at my school interact in this way:

1 = To a very great extent
2 = To a great extent
3 = To a moderate extent
4 = To a small extent
5 = Not at all
6 = I am unable to say.

☐ 56. Student government/student council

☐ 57. Athletic teams

☐ 58. Intramural sports

☐ 59. Classes

☐ 60. Social gatherings

☐ 61. School orchestra, band, glee club

☐ 62. Other (please specify): _____

By their very nature, some vocational programs (such as laboratories, shops, classes demanding large solid blocks of time) might cause vocational students to be excluded from other kinds of activities. To what extent do YOU think that vocational students at your school are excluded from participation in the activities listed below because of the nature of vocational programs? For each activity, please choose the appropriate response from the following extent scale. Enter the number of your answer in the box beside the item.

Vocational students at my school are excluded from this activity:

1 = To a very great extent
2 = To a great extent
3 = To a moderate extent
4 = To a small extent
5 = Not at all
6 = I am unable to say.

☐ 63. Student government/student council

☐ 64. Athletic teams

☐ 65. Intramural sports

☐ 66. School orchestra, band, glee club

67. Does your school have a "late bus" which runs after school hours to take home those students who have been participating in extracurricular activities?

___ (1) Yes
___ (2) No

68. To what extent does the State Department of Education provide your school with services, support, and/or guidelines for program evaluation?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all

69. We understand that you are required to submit reports on statistical and/or financial data (such as enrollments, perhaps by program and by race and sex; per pupil cost per program, and so on). Besides the Department of Education, to what other agencies—county, state, and/or federal—must you also report data? Please write your answers below.

(1) _____

(2) _____

(3) _____

(4) _____

70. Finally, if there were ONLY ONE THING you would like the Georgia Advisory Council on Vocational Education or the Georgia Department of Education to know about the problems associated with operating vocational programs in comprehensive high schools, what would it be?

_____

_____

_____

_____

_____

Thank you very much for your help. Your answers will provide the Advisory Council and the Department of Education with very valuable information about the effectiveness of the comprehensive high school system in Georgia.

1 2 3 4 5 6 7

Please leave these spaces BLANK. Thank you.

ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA:

A Questionnaire for Vocational Supervisors

Please return by: April 15, 1977

Name of School: _____

DIRECTIONS: For the following questions, please put a checkmark (√) on the blank line to the left of the item you choose as your answer. For example, if the following question were to be asked, your answer might look like this:

In which state do you currently reside?

√ (1) Georgia
___ (2) Alabama
___ (3) Florida
___ (4) Another state

Throughout the questionnaire, please feel free to make additional comments in the margins.

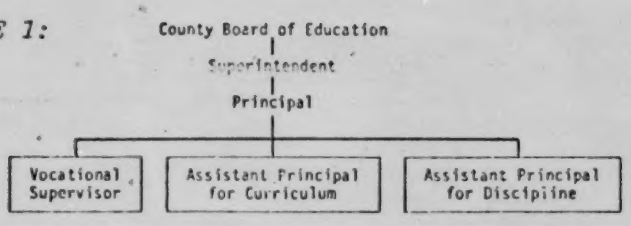
1. The state of Georgia has 112 comprehensive high schools and plans to expand this number to 250. If you were to advise the state, which of the following positions would you advocate? Check one.

___ (1) The state should continue to open comprehensive high schools until it reaches the projected 250.

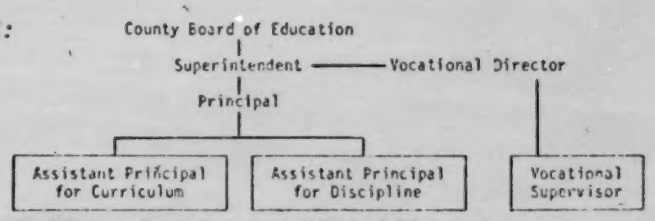
___ (2) The state should provide more support to existing comprehensive high schools before it opens any more.

SECTION I: ADMINISTRATIVE STRUCTURE

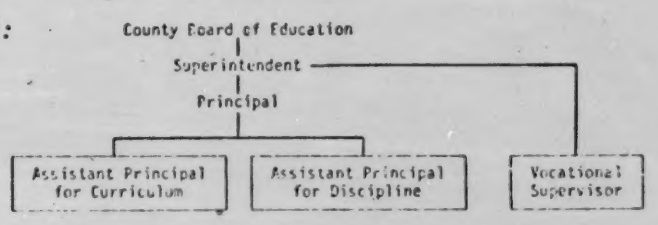
EXAMPLE 1:



EXAMPLE 2:



EXAMPLE 3:



2. Which of the three examples best describes the administrative structure in your school?

___ (1) Example 1
___ (2) Example 2
___ (3) Example 3
___ (4) None of them

If you answered "None of them," please explain how your administrative structure is organized by making a diagram below.

SECTION II: INTERACTION WITH OTHERS

It is assumed that most of your interaction with other professionals in your school is with teachers. However, we are also interested in your interaction with other kinds of people. Listed below are several types of people and agencies. To indicate the frequency with which YOU personally interact with each type, please choose the appropriate response from the following frequency scale. Enter the number of your answer in the box beside the item.

I interact with this person or agency:

1 = Once a day
2 = Two or three times a week
3 = Once a week
4 = Once every two weeks
5 = Once a month
6 = Once every three months
7 = Less than once every three months
8 = Never

☐ 3. Board of Education

☐ 4. Superintendent

☐ 5. County vocational director (if there is one in your county)

☐ 6. Principal

☐ 7. Assistant principal(s)

☐ 8. School business manager

☐ 9. Vocational department heads

☐ 10. Outside agencies like the State Department, various federal agencies

☐ 11. Member(s) of the local vocational advisory committee

☐ 12. Member(s) of local crafts committees

13. On the average, how much of your day is spent interacting with teachers?

___ (1) More than 75%
___ (2) Between 50% and 74%
___ (3) Between 25% and 49%
___ (4) Less than 25%

14. As the vocational supervisor, do you personally work with any academic teachers—English or mathematics for example—to develop joint programs for your vocational students?

___ (1) Yes
___ (2) No

15. If you do meet with such teachers, in how many different academic areas are you working?

___ (1) One
___ (2) Two
___ (3) Three
___ (4) Four or more

16. Are you responsible for career education in your school, or is another staff person?

___ (1) I am responsible for career education.
___ (2) Another staff person is responsible for career education.
___ (3) A team of two or more persons is responsible for career education.
___ (4) There is no staff person specifically assigned responsibility for career education.

SECTION III: ADVISORY COMMITTEES

Two types of advisory committees are supposed to advise comprehensive high schools about their vocational programs. You will be asked two series of questions about these committees. The first series focuses on the local, overall advisory committee. The second series focuses on the local CRAFTS COMMITTEES, which are designed to advise specific vocational programs. All of your answers to BOTH series of questions are important. Again, please check (✓) the appropriate answer.

LOCAL ADVISORY COMMITTEES:

17. Do you have a local vocational advisory committee?

___ (1) Yes
___ (2) No (If NO, please skip to Question #27.)

18. How frequently, on the average, does the committee meet?

___ (1) Once a year
___ (2) Twice a year
___ (3) Three to five times a year
___ (4) Six or more times a year
___ (5) I do not know for certain.

19. Who is responsible for calling the meetings of your local vocational advisory committee?

___ (1) The superintendent
___ (2) The vocational director
___ (3) The vocational supervisor
___ (4) The chairman of the committee (if other than one of the above)
___ (5) Teachers
___ (6) Other (please specify): _____

20. In general, how are the members of the local vocational advisory committee selected?

___ (1) Chosen at large—not affiliated with any interest group
___ (2) Assigned by the particular constituent group they represent

21. Who appoints these members of the committee?

___ (1) The Board of Education
___ (2) The superintendent
___ (3) The vocational supervisor
___ (4) A combination of the above
___ (5) Other (please specify): _____

Listed below are several possible functions of a local vocational advisory committee. Your committee may perform ALL, SOME, OR NONE of these functions.

Please read each statement. If your committee performs that function, put a checkmark (✓) in the first box beside the statement (the box in Column A).

For each item you check, please rate the extent to which you feel that the advisory committee performs this particular function EFFECTIVELY. For this step, choose the appropriate response from the following rating scale, and enter the number of your answer in the second box beside the statement (the box in Column B).

> The local vocational advisory committee performs this function effectively:
>
> 1 = To a very great extent
> 2 = To a great extent
> 3 = To a moderate extent
> 4 = To a small extent
> 5 = Not at all
> 6 = I am unable to say.

A	B		
☐	☐	22.	Makes recommendations about issues such as curricula, instructional equipment, course content, and instructor qualifications
☐	☐	23.	Reviews and evaluates programs
☐	☐	24.	Performs public relations with the community/other agencies
☐	☐	25.	Helps in the selection of students
☐	☐	26.	Helps in job placement of students; reviews job market information

CRAFTS COMMITTEES:

27. How many crafts committees does your school have?

___ (1) None
___ (2) One
___ (3) 2-3
___ (4) 4-5
___ (5) 6-7
___ (6) More than 7

Listed below are some possible functions of a crafts committee. Please read each statement. If your crafts committees perform that function, check (✓) the first box beside the statement (the box in Column A).

For each item you check, please rate the extent to which you feel that the crafts committees perform this particular function EFFECTIVELY. Choose the appropriate response from the following rating scale, and enter the number of your answer in the second box beside the statement (the box in Column B).

> The crafts committees perform this function effectively:
>
> 1 = To a very great extent
> 2 = To a great extent
> 3 = To a moderate extent
> 4 = To a small extent
> 5 = Not at all
> 6 = I am unable to say.

A	B		
☐	☐	28.	Makes recommendations about issues such as curricula, instructional equipment, course content, and instructor qualifications
☐	☐	29.	Reviews and evaluates programs
☐	☐	30.	Performs public relations with the community/other agencies

A B

☐ ☐ 31. Helps in the selection of students

☐ ☐ 32. Helps in job placement of students; reviews job market information

33. In general, are these crafts committees active, functioning committees (as opposed to "on-paper" committees which really do not meet nor carry out any functions)?

___ (1) Yes
___ (2) No

SECTION IV: FACILITIES

34. Are your academic and vocational programs housed, for the most part, in separate facilities?

___ (1) Yes
___ (2) No
___ (3) Somewhat (please explain): _____

_____

35. In your opinion, your vocational facilities are:

___ (1) Overcrowded
___ (2) In use at the level of state standards
___ (3) Underused

36. In your opinion, the academic facilities at your school are:

___ (1) Overcrowded
___ (2) In use at the level of state standards
___ (3) Underused

37. Do you feel that the facilities in the vocational areas are more overcrowded, in general, than the facilities in the academic areas?

___ (1) Yes
___ (2) No
___ (3) Not sure

38. In your opinion, how adequate are the facilities for your vocational programs (including lighting, ventilation, space, electric outlets, etc.)?

___ (1) Very adequate
___ (2) Adequate
___ (3) Inadequate
___ (4) Very inadequate

39. To what extent have your physical facilities in the vocational areas been modified to accommodate those students with physical handicaps? (Physical handicaps would include visual and/or hearing impairments; muscular and/or neuromuscular disorders; students in wheelchairs, etc.)

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all

SECTION V: NATURE AND PURPOSE OF VOCATIONAL PROGRAMS

40. To what extent do YOU personally think there is a feeling among the TEACHERS in your school that a student who has "low academic skills" should be placed in a vocational program?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

41. To what extent do YOU personally think there is a feeling among the GUIDANCE COUNSELORS in your school that a student who has "low academic skills" should be placed in a vocational program?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

42. To what extent do you think that students who have been identified as behavior or discipline problems tend to be put into vocational programs?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

43. In general, which of the following do YOU believe is the more important function of the comprehensive high school?

___ (1) Giving students the opportunity to explore career clusters
___ (2) Providing students with job-entry level training
___ (3) They are equally important.
___ (4) Not sure

44. In general, how would YOU describe the purpose of vocational training at your comprehensive high school?

___ (1) To provide a pre-vocational program for students who, upon graduation, will go on to post-secondary training

___ (2) To train students competent in job-entry skills, in order to prepare them to take full-time jobs upon graduation

___ (3) To give students the opportunity to explore career clusters

45. To what extent do you think that parents, students, advisory committee members, and local community members believe that vocational students in your school are receiving terminal, vocational training (i.e., job entry upon graduation) as opposed to pre-vocational training (i.e., further post-secondary training upon graduation)?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

46. Have you conducted any follow-up study of your vocational graduates DURING THE LAST YEAR?

___ (1) Yes
___ (2) No

47. Have you conducted any follow-up study of your vocational graduates DURING THE LAST THREE YEARS?

___ (1) Yes
___ (2) No

If you have conducted such follow-up studies, please answer the next seven questions. If you have not conducted any follow-up studies, please skip to Question #55.

Please estimate the percentage of your vocational students, in general, who do each of the following in any given year. (Please write your answers in the blanks provided.)

48. Drop out of school to get a job: _____%

49. Drop out of school for some other reason: _____%

50. Graduate and go on to a post-secondary technical school: _____%

51. Graduate and go on to some other type of post-secondary training: _____%

52. Graduate and find full-time employment: _____%

53. Graduate and find only part-time employment: _____%

54. Graduate and are unable to find employment: _____%

SECTION VI: INTERACTION BETWEEN VOCATIONAL AND ACADEMIC INSTRUCTORS

Listed below are several possible ways in which the vocational and academic INSTRUCTORS at your school might interact. To what extent do YOU feel that the two groups interact in each situation listed? Please read each possible type of interaction and choose the appropriate response from the following rating scale. Enter the number of your answer in the box beside the item.

Vocational and academic instructors at my school interact in this way:

1 = To a very great extent
2 = To a great extent
3 = To a moderate extent
4 = To a small extent
5 = Not at all
6 = I am unable to say.

☐ 55. Coordination of instruction

☐ 56. Joint or complementary program planning

☐ 57. Student problems/student screening

☐ 58. Student job placement

☐ 59. Professional meetings

☐ 60. Social gatherings

☐ 61. Planning special experiences for handicapped and/or special needs students

☐ 62. Other (please specify): _____

SECTION VII: INTERACTION BETWEEN VOCATIONAL AND ACADEMIC STUDENTS

It is also important to know the type and extent of interaction between the vocational and academic STUDENTS at your school. Listed below are a number of possible ways in which the two groups might interact. For each situation listed, please indicate the extent to which vocational and academic students interact by choosing the appropriate response from the following rating scale. Enter the number of your answer in the box beside the item.

Vocational and academic students at my school interact in this way:

1 = To a very great extent
2 = To a great extent
3 = To a moderate extent
4 = To a small extent
5 = Not at all
6 = I am unable to say.

☐ 63. Student government/student council

☐ 64. Athletic teams

☐ 65. Intramural sports

☐ 66. Classes

☐ 67. Social gatherings

☐ 68. School orchestra, band, glee club

By their very nature, some vocational programs (such as laboratories, shops, classes demanding large solid blocks of time) might cause vocational students to be excluded from other kinds of activities. To what extent do YOU think that vocational students at your school are excluded from participation in the activities listed below because of the nature of vocational programs? For each activity, please choose the appropriate response from the following rating scale. Enter the number of your answer in the box beside the item.

Vocational students at my school are excluded from this activity:

1 = To a very great extent
2 = To a great extent
3 = To a moderate extent
4 = To a small extent
5 = Not at all
6 = I am unable to say.

☐ 69. Student government/student council

☐ 70. Athletic teams

☐ 71. Intramural sports

☐ 72. School orchestra, band, glee club

SECTION VIII: INTERACTION AMONG VOCATIONAL PROGRAMS

Listed on the next page are some possible ways in which the vocational staff at your school—instructors as well as you, the vocational supervisor—might interact with vocational instructors at the area post-secondary technical school. For each type of interaction listed, please indicate the extent to which you and your staff interact with these other vocational instructors. Choose the appropriate response from the following rating scale and enter the number of your answer in the box beside the item.

Vocational staff at my school interact with post-secondary technical school instructors:

1 = To a very great extent
2 = To a great extent
3 = To a moderate extent
4 = To a small extent
5 = Not at all
6 = I am unable to say.

☐ 73. Coordination of instruction

☐ 74. Joint or complementary program planning

☐ 75. Student problems/student screening

☐ 76. Advanced placement of students into the post-secondary school

☐ 77. Student job placement

☐ 78. Professional meetings

☐ 79. Social gatherings

80. How much coordination of vocational programs is there between your school and other comprehensive high schools in your county?

___ (1) A great deal of coordination
___ (2) A moderate amount of coordination
___ (3) A little coordination
___ (4) No coordination at all
___ (5) There are no other comprehensive high schools in my county.

81. How many of your vocational students currently take courses at OTHER COMPREHENSIVE HIGH SCHOOLS in the county?

___ (1) None
___ (2) 1-25
___ (3) 26-50
___ (4) 51-75
___ (5) 76-100
___ (6) More than 100

82. How many of your current vocational students currently take courses at the AREA POST-SECONDARY TECHNICAL SCHOOL?

___ (1) None
___ (2) 1-25
___ (3) 26-50
___ (4) 51-75
___ (5) 76-100
___ (6) More than 100

83. Among the schools in your county, to what extent is there duplication of programs in which there are relatively low enrollments?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

SECTION IX: PROGRAM EVALUATION

85. In general, how often are formal evaluations of your vocational programs conducted?

___ (1) Yearly
___ (2) Every other year
___ (3) Once in the past 3-5 years
___ (4) Never

85. If your vocational programs are formally evaluated, who does the evaluating? (Check all appropriate evaluators.)

___ (1) Outside paid consultants
___ (2) Vocational supervisor
___ (3) Other administrative staff at your school
___ (4) Vocational instructors
___ (5) Local vocational advisory committee
___ (6) Local crafts committee(s)
___ (7) State Department of Education
___ (8) Other
___ (9) Not applicable

86. If your vocational programs are evaluated, what, in general, is the MAJOR purpose of the evaluation?

___ (1) Accreditation purposes
___ (2) Internal, program improvement purposes
___ (3) Compliance with state law
___ (4) Compliance with federal law
___ (5) Other
___ (6) Not applicable

87. To what extent does the State Department of Education provide your school with services, support, and/or guidelines for the evaluation of programs?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

88. Finally, if there were ONLY ONE THING you would like the Georgia Advisory Council on Vocational Education or the Georgia Department of Education to know about the problems associated with operating vocational programs in comprehensive high schools, what would it be?

_____

_____

_____

_____

_____

Thank you very much for your help. Your answers will provide the Advisory Council and the Department of Education with very valuable information about the effectiveness of the comprehensive high school system in Georgia.

1	2	3	4	5	6	7	8	9

Please leave these spaces BLANK. Thank you.

ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA:

A Questionnaire for Guidance Counselors

Please return by: April 15, 1977

Name of School: _____

SECTION I: GENERAL INFORMATION

Listed below are some criteria which might be used by a guidance counselor to either encourage or discourage a student from enrolling in a particular vocational program. To what extent do YOU personally use each criterion in either encouraging or discouraging a student from enrolling in a particular vocational program? For each criterion, please choose the appropriate response from the following rating scale. Enter the number of your answer in the box beside the item. (Throughout the questionnaire, please feel free to make additional comments in the margins.)

I use this criterion:

1 = To a very great extent
2 = To a great extent
3 = To a moderate extent
4 = To a small extent
5 = Not at all

☐ 1. Student's expressed desire

☐ 2. Standardized test scores (e.g., I.Q. test)

☐ 3. Parent's opinion

☐ 4. Scores on an interest inventory (e.g., Strong, Kudeor-Preference, Edwards)

☐ 5. Your own experience, training, and intuition

☐ 6. Other (please specify): _____

DIRECTIONS: On the following questions, please put a checkmark (✓) on the blank line to the left of the item you choose as your answer. For example, if the following question were asked, your answer might look like this:

In which state do you currently reside?

✓ (1) Georgia
___ (2) Alabama
___ (3) Florida
___ (4) Another state

7. Of the six possible criteria listed above, which is the SINGLE MOST IMPORTANT criterion you use in deciding whether a student should enroll in a particular program? Check one.

___ (1) Student's expressed desire
___ (2) Standardized test scores (e.g., I.Q. test)
___ (3) Parent's opinion
___ (4) Scores on an interest inventory (e.g., Strong, Kudeor-Preference, Edwards)
___ (5) Your own experience, training, and intuition
___ (6) Other

8. Of these six criteria, which is the SECOND MOST IMPORTANT?

___ (1) Student's expressed desire
___ (2) Standardized test scores (e.g., I.Q. test)
___ (3) Parent's opinion
___ (4) Scores on an interest inventory (e.g., Strong, Kudeor-Preference, Edwards)
___ (5) Your own experience, training, and intuition
___ (6) Other

9. Of these six criteria, which is the LEAST important?

___ (1) Student's expressed desire
___ (2) Standardized test scores (e.g., I.Q. test)
___ (3) Parent's opinion
___ (4) Scores on an interest inventory (e.g., Strong, Kudeor-Preference, Edwards)
___ (5) Your own experience, training, and intuition
___ (6) Other

10. In your school, are there guidance counselor(s) assigned to counsel ONLY vocational students?

___ (1) Yes
___ (2) No

11. In your school, is each individual student assigned to a SPECIFIC guidance counselor?

___ (1) Yes
___ (2) No

12. ON THE AVERAGE (realizing that some times are busier or slower than others), how many students would YOU personally see in a week's time?

___ (1) Less than 10
___ (2) 11-20
___ (3) 21-30
___ (4) 31-40
___ (5) 41-50

13. To what extent do YOU personally think there is a feeling among the GUIDANCE COUNSELORS in your school that a student who has "low academic skills" should be placed in a vocational program?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

14. To what extent do YOU personally think there is a feeling among the ACADEMIC TEACHERS in your school that a student who has "low academic skills" should be placed in a vocational program?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

15. To what extent do you think that students who have been identified as behavior or discipline problems tend to be put into vocational programs?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

16. When determining honor roll status or honor society membership for your vocational students, which of the following are considered?

___ (1) Academic grades only
___ (2) Vocational grades only
___ (3) All of a student's grades
___ (4) Other (please specify): _____

Please indicate which of the following services are available to HANDICAPPED students in your vocational programs by checking (✓) EACH available service.

PLEASE CHECK
IF AVAILABLE:

___ 17. A full-time guidance counselor(s) especially for handicapped students

___ 18. A part-time guidance counselor especially for handicapped students

___ 19. Special tutorial programs for handicapped students

___ 20. Physical therapists who come into the school to work with handicapped students

___ 21. Special transportation to and from school for students with muscular and neuromuscular disorders

___ 22. Special career counseling services (i.e., different from those services available to non-handicapped students)

___ 23. Special job placement services (i.e., different from those services available to non-handicapped students)

___ 24. Other (please specify): _____

25. What percentage of handicapped students in your school would you estimate are "mainstreamed" into your vocational programs, as compared to being grouped together with other handicapped students in separate programs, separate rooms, and so on?

___ (1) None
___ (2) Less than 25%
___ (3) Between 25% and 50%
___ (4) Between 51% and 75%
___ (5) Between 76% and 100%

Please indicate which of the following services are available to DISADVANTAGED students in your vocational programs by checking (✓) EACH available service. ("Disadvantaged" includes those students who: (1) lack basic academic and/or vocational skills prerequisite to enrollment; (2) are overaged/underaged; and (3) come from low-income families, resulting in a lack of financial resources to cover expenses normally incurred by students in a vocational program.)

PLEASE CHECK
IF AVAILABLE:

___ 26. A full-time guidance counselor(s) especially for disadvantaged students

___ 27. A part-time guidance counselor especially for disadvantaged students

___ 28. Special tutorial programs to provide needed skills prerequisite to enrollment

___ 29. Special tutorial programs to provide additional support to classroom or laboratory work

___ 30. Special career counseling services (i.e., different from those services available to non-disadvantaged students)

___ 31. Special job placement services (i.e., different from those services available to non-disadvantaged students)

___ 32. Special food service programs, such as breakfast or lunch programs

___ 33. A work-study program to provide part-time employment to needy youths

___ 34. Other support to cover expenses normally incurred by students in a vocational program

___ 35. Other (please specify): _____

SECTION II: PHILOSOPHY OF EDUCATION

36. In general, which of the following do YOU believe is the more important function of the comprehensive high school system?

___ (1) Giving students the opportunity to explore career clusters
___ (2) Providing students with job-entry level training
___ (3) They are equally important.
___ (4) Not sure

37. In general, how would YOU describe the primary purpose of vocational training AT YOUR COMPREHENSIVE HIGH SCHOOL?

___ (1) To provide a pre-vocational program for students who, upon graduation, will go on to post-secondary training

___ (2) To train students in basic job-entry skills, in order to prepare them to take full-time jobs upon graduation

___ (3) To give students the opportunity to explore career clusters

38. To what extent do you think that the parents, students, advisory committee members and local community members believe that VOCATIONAL students in your school are receiving terminal, vocational training (i.e., job entry upon graduation) rather than pre-vocational training (i.e., further post-secondary training)?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

39. To what extent do they (the groups listed in Question #38) WANT your vocational programs to be job-entry level training as compared to pre-vocational training?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

SECTION III: INTERACTION BETWEEN VOCATIONAL AND ACADEMIC STUDENTS

It is important to know the type and extent of interaction between VOCATIONAL students and ACADEMIC students in your school. In this section you are asked to indicate the extent to which YOU feel that these two groups of students interact in various situations. For EACH situation listed below, please choose the appropriate response from the following rating scale. Enter the number of your answer in the box beside the item.

Vocational and academic students interact:

1 = To a very great extent
2 = To a great extent
3 = To a moderate extent
4 = To a small extent
5 = Not at all
6 = I am unable to say.

☐ 40. Student government/student council

☐ 41. School athletic teams

☐ 42. Intramural sports

☐ 43. Courses

☐ 44. social gatherings

☐ 45. School music programs (e.g., orchestra, band, glee club)

46. Is there a job placement service in your school for students graduating from vocational programs?

___ (1) Yes
___ (2) No *(If NO, please skip to Question #50.)*

47. Does your school have a coordinating group consisting of teachers of cooperative and regular vocational programs and guidance personnel to plan and implement the job placement service?

___ (1) Yes
___ (2) No

48. Are the different components of the job placement service assigned to a single staff member, as a primary responsibility of that staff member?

___ (1) Yes, as a primary responsibility of that staff member.
___ (2) Yes, but not as a primary responsibility of that staff member.
___ (3) No, the placement service is shared by different staff members, with no single staff member having primary responsibility.

49. Is the job placement service available to vocational students who drop out of school before graduation but who want/need a job?

___ (1) Yes
___ (2) No

Listed below are some agencies which may have job placement services. Your school might coordinate job placement with ALL, SOME, OR NONE of them. To what extent does your school coordinate placement services with EACH agency listed? For each agency, please choose the appropriate response from the following rating scale. Enter the number of your answer in the box beside the item.

My school coordinates placement services with this agency:

1 = To a very great extent
2 = To a great extent
3 = To a moderate extent
4 = To a small extent
5 = Not at all
6 = I am unable to say.

☐ 50. State government

☐ 51. Federal government

☐ 52. Other comprehensive high schools

☐ 53. Other vocational schools

☐ 54. Post-secondary area technical schools

☐ 55. Other, private employment agencies

Of those students who get jobs immediately upon graduation from the VOCATIONAL programs in your comprehensive high school, what percentage would you estimate get their jobs from each of the following? (Please check the appropriate column.)

	Less than 25%	Between 26% and 50%	Between 51% and 75%	Between 76% and 100%
56. The efforts of representatives of your comprehensive high school				
57. Their own individual efforts				
58. Other placement services in the local area				
59. Friends/family				
60. Some other source				

61. In general, what percentage of the students enrolled in the vocational programs at your school drop out to get a job?

_____%

62. In general, what percentage of the students enrolled in the vocational programs at your school drop out for some other reason?

_____%

63. How frequently does your school conduct follow-up studies of graduates?

___ (1) Yearly
___ (2) Once every two years
___ (3) Once every three years
___ (4) Once in the last five years
___ (5) Not at all

Of the vocational students who graduate from your school, what percentage go on to the following post-graduate activities? (Please check the appropriate column.)

	Less than 10%	Between 11% and 20%	Between 21% and 30%	Between 31% and 40%	Between 41% and 50%	More than 50%
64. Post-secondary technical school						
65. Other post-secondary training						
66. Full-time employment						

67. Finally, if you were to make ONLY ONE RECOMMENDATION to the Georgia Department of Education or to the Georgia Advisory Council on Vocational Education about problems associated with vocational education in the comprehensive high schools, what would that recommendation be?

_____

_____

_____

_____

_____

Thank you very much for your help. Your answers will provide the Advisory Council and the Department of Education with very valuable information about the effectiveness of the comprehensive high school system in Georgia.

1	2	3	4	5	6	7	8	9

Please leave these spaces BLANK. Thank you.

ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA:

A Questionnaire for Vocational Instructors

Please return by: April 15, 1977

Name of School: _____

DIRECTIONS: On the following questions, please put a checkmark (✓) on the blank line to the left of the item you choose as your answer. For example, if the following question were asked, your answer might look like this:

In which state do you currently reside?

✓ (1) Georgia
___ (2) Alabama
___ (3) Florida
___ (4) Another state

Throughout the questionnaire, please feel free to make additional comments in the margins.

1. In which of the following programs do you primarily teach?

___ (1) Agricultural Education
___ (2) Business and Office Education
___ (3) Vocational Office Training
___ (4) Consumer and Homemaker Education
___ (5) Occupational Home Economics
___ (6) Distributive Education
___ (7) Industrial Arts Education
___ (8) Trade and Industrial Education
___ (9) Diversified Cooperative Education
___ (10) Another program

SECTION I: STAFF DEVELOPMENT

This first series of questions focuses on staff development program(s) in your school and the extent of your personal involvement in those programs.

2. Are you currently involved in an organized staff development program in your school?

___ (1) Yes
___ (2) No *(If NO, please skip to Question #8.)*

3. Your involvement in such a program is:

___ (1) Mandatory
___ (2) Voluntary

4. Which of the following BEST describes the general purpose of this staff development program?

___ (1) Curriculum/program development
___ (2) Teaching improvement skills development
___ (3) Career education
___ (4) Developing skills to deal with special populations, such as handicapped students, disadvantaged students, students with learning disabilities, or other special populations
___ (5) Developing human relations/interpersonal skills
___ (6) Required certification courses like philosophy or history of vocational education
___ (7) Other

5. How satisfied are you with the staff development program in which you are involved?

___ (1) Very satisfied
___ (2) Somewhat satisfied
___ (3) Somewhat dissatisfied
___ (4) Very dissatisfied

6. How many of the other instructors in this staff development program are VOCATIONAL instructors?

___ (1) All of them
___ (2) About 75%
___ (3) About 50%
___ (4) About 25%
___ (5) Less than 25%
___ (6) None of them

7. How many of the other instructors in this staff development program are ACADEMIC instructors?

___ (1) All of them
___ (2) About 75%
___ (3) About 50%
___ (4) About 25%
___ (5) Less than 25%
___ (6) None of them

8. Do you take professional development courses during the summer or after school hours? (We refer to courses taken for purposes of certification, for an advanced degree, for maintaining skills, and so on. Such courses would be different from the staff development program discussed above.)

___ (1) Yes
___ (2) No *(If NO, please skip to Question #12.)*

9. If you do take such courses, are they required by the county, school, or state?

___ (1) Yes
___ (2) No

10. If you do take such courses, what percentage of your expenses for such courses are paid for by the school, county, or state?

___ (1) 100%
___ (2) Between 75% and 99%
___ (3) Between 50% and 74%
___ (4) Between 25% and 49%
___ (5) Less than 25%
___ (6) None

11. If you do take such courses, do you receive any additional stipend?

___ (1) Yes
___ (2) No

SECTION II: NATURE OF VOCATIONAL PROGRAMS

12. To what extent do YOU personally think there is a feeling among the ACADEMIC TEACHERS in your school that a student who has "low academic skills" should be placed in a vocational program?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

13. To what extent do YOU personally think there is a feeling among the GUIDANCE COUNSELORS in your school that a student who has "low academic skills" should be placed in a vocational program?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

14. To what extent do YOU think that students who have been identified as behavior or discipline problems tend to be put into vocational programs?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

15. In general, which of the following do YOU believe is the more important function of the comprehensive high school system?

___ (1) Giving students the opportunity to explore career clusters
___ (2) Providing students with job-entry level training
___ (3) They are equally important.
___ (4) Not sure

16. In general, how would YOU describe the primary purpose of vocational training AT YOUR COMPREHENSIVE HIGH SCHOOL?

___ (1) To provide a pre-vocational program for students who, upon graduation, will go on to post-secondary training

___ (2) To train students in basic job-entry skills, in order to prepare them to take full-time jobs upon graduation

___ (3) To give students the opportunity to explore career clusters

17. To what extent do you think that parents, students, advisory committee members, and local community members believe that VOCATIONAL students in your school are receiving terminal, vocational training (i.e., job entry upon graduation) as opposed to pre-vocational training (i.e., further post-secondary training upon graduation)?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

18. To what extent do you think that the groups listed in Question #17 WANT your vocational programs to be job-entry level training as opposed to pre-vocational training?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

19. In general, what percentage of YOUR students do YOU encourage to go on to area post-secondary technical schools?

___ (1) Less than 10%
___ (2) Between 11% and 20%
___ (3) Between 21% and 30%
___ (4) Between 31% and 40%
___ (5) Between 41% and 50%
___ (6) More than 50%

20. In general, to what extent do YOU, as a vocational instructor, become involved in counseling vocational students as to career planning, job placement, and so on?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all

21. Would you say that your level of involvement in this counseling process is typical of the other VOCATIONAL instructors in your school?

___ (1) Yes
___ (2) No
___ (3) I can't really say.

22. In general, to what extent do YOU perceive the ACADEMIC instructors to be involved in counseling vocational students about career planning, job placement, and so on?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all

SECTION III: INTERACTION BETWEEN VOCATIONAL AND ACADEMIC INSTRUCTORS

Listed below are several possible ways in which the vocational and academic INSTRUCTORS at your school might interact. To what extent do YOU feel that the two groups interact in each situation listed? Please read each possible type of interaction and choose the appropriate response from the following extent scale. Enter the number of your answer in the box beside the item.

Vocational and academic instructors at my school interact in this way:

1 = To a very great extent
2 = To a great extent
3 = To a moderate extent
4 = To a small extent
5 = Not at all
6 = I am unable to say.

☐ 23. Coordination of instruction

☐ 24. Joint or complementary program planning

☐ 25. Student problems/student screening

☐ 26. Student job placement

☐ 27. Professional meetings

☐ 28. Social gatherings

☐ 29. Planning special learning experiences for handicapped or special needs students

☐ 30. Other (please specify): _____

SECTION IV: INTERACTION BETWEEN VOCATIONAL INSTRUCTORS AT YOUR SCHOOL AND AT THE AREA POST-SECONDARY TECHNICAL SCHOOL

Listed below are several possible ways in which vocational instructors at your school might interact with vocational instructors at the area post-secondary technical school. To what extent do YOU feel that the two groups interact in each situation listed? Please read each possible type of interaction, choose the appropriate response from the following extent scale, and enter the number of your answer in the box beside the item.

Vocational staff at my school interact with post-secondary technical school instructors in this way:

1 = To a very great extent
2 = To a great extent
3 = To a moderate extent
4 = To a small extent
5 = Not at all
6 = I am unable to say.

☐ 31. Coordination of instruction

☐ 32. Joint or complementary program planning

☐ 33. Coordination of existing programs

☐ 34. Student problems/student screening

☐ 35. Advanced placement of students in the post-secondary school

☐ 36. Student job placement

☐ 37. Professional meetings

☐ 38. Social meetings

☐ 39. Other (please specify): _____

SECTION V: INTERACTION BETWEEN VOCATIONAL INSTRUCTORS AT YOUR SCHOOL AND AT OTHER VOCATIONAL SCHOOLS AND/OR COMPREHENSIVE HIGH SCHOOLS

Listed below are several possible ways in which vocational instructors at your school might interact with vocational instructors at other vocational schools and/or comprehensive high schools in the county. To what extent do YOU feel that the two groups interact in each situation listed? Please read each possible type of interaction and choose the appropriate response from the following extent scale. Enter the number of your answer in the box beside the item.

Vocational instructors at my school interact in this way with vocational instructors at other vocational schools and/or comprehensive high schools in the county:

1 = To a very great extent
2 = To a great extent
3 = To a moderate extent
4 = To a small extent
5 = Not at all
6 = I am unable to say.

☐ 40. Coordination of instruction

☐ 41. Joint or complementary program planning

☐ 42. Coordination of existing programs

☐ 43. Student problems/student screening

☐ 44. Advanced placement of students in the post-secondary school

☐ 45. Student job placement

☐ 46. Professional meetings

☐ 47. Social meetings

☐ 48. Other (please specify): _____

SECTION VI: YOUR OWN INTERACTION WITH OTHER EDUCATORS

We realize that most of your time at school is spent interacting with your students. However, we are also interested in determining the extent of your interaction with other professionals. Please indicate the frequency with which YOU interact with EACH of the educational personnel listed below. Choose the appropriate response from the following frequency scale and enter the number of your answer in the box beside the item.

I interact with this educator:

1 = Once a day or more
2 = Two or three times a week
3 = Once a week
4 = Once every two weeks
5 = Once a month
6 = Once every three months
7 = Less than once every three months
8 = Never

☐ 49. Vocational supervisor

☐ 50. Vocational director

☐ 51. Member(s) of the crafts committee for your program

☐ 52. Principal

☐ 53. Assistant principal(s)

☐ 54. Guidance counselor(s)

SECTION V: PROGRAM EVALUATION

55. In general, how often is the vocational program in which you teach formally evaluated?

___ (1) Yearly
___ (2) Every other year
___ (3) Once in the past 3-5 years
___ (4) Never

56. If it is formally evaluated, who does the evaluating? (Check all of the appropriate groups.)

___ (1) Outside paid consultants
___ (2) Vocational supervisor
___ (3) Other administrative staff of your school
___ (4) Vocational instructor(s) (including yourself)
___ (5) Local vocational advisory committee
___ (6) Local crafts committee(s)
___ (7) State Department of Education
___ (8) Students

57. If it is evaluated, what, in general, is the MAJOR purpose of the evaluation?

___ (1) Compliance with federal law
___ (2) Compliance with state law
___ (3) Internal, program improvement purposes
___ (4) Accreditation purposes
___ (5) Other

58. To what extent does the State Department of Education provide your school with services, support, and/or guidelines for program evaluation?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

59. Finally, if there were ONLY ONE THING you would like the Georgia Advisory Council on Vocational Education or the Georgia Department of Education to know about the problems associated with offering vocational programs in a comprehensive high school like yours, what would it be?

_____

_____

_____

_____

_____

Thank you very much for your help. Your answers will provide the Advisory Council and the Department of Education with very valuable information about the effectiveness of the comprehensive high school system in Georgia.

1 2 3 4 5 6 7 8 9

Please leave these spaces BLANK. Thank you.

ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA:

A Questionnaire for Academic Instructors

Please return by: April 15, 1977

Name of School: _____

DIRECTIONS: On the following questions, please put a checkmark (✓) on the blank line to the LEFT of the item you choose as your answer. For example, if the following question were asked, your answer might look like this:

In which state do you currently reside?

✓ (1) Georgia
___ (2) Alabama
___ (3) Florida
___ (4) Another state

Throughout the questionnaire, please feel free to make additional comments in the margins.

SECTION I: STAFF DEVELOPMENT

1. Are you currently involved in a staff development program in your school?

___ (1) Yes
___ (2) No *(If NO, please skip to Question #7.)*

2. Your involvement in such a program is:

___ (1) Voluntary
___ (2) Mandatory

3. Which of the following BEST describes the general purpose of this staff development program?

___ (1) Curriculum/program development
___ (2) Teaching improvement skills development
___ (3) Career education
___ (4) Developing skills to deal with special populations, such as handicapped students, disadvantaged students, students with learning disabilities, or other special populations
___ (5) Developing human relations/interpersonal skills
___ (6) Required certification courses like philosophy and history of vocational education
___ (7) Other

4. How satisfied are you with the staff development program in which you are involved?

___ (1) Very satisfied
___ (2) Somewhat satisfied
___ (3) Somewhat dissatisfied
___ (4) Very dissatisfied

5. How many of the other instructors in this staff development program are VOCATIONAL instructors?

___ (1) All of them
___ (2) About 75%
___ (3) About 50%
___ (4) About 25%
___ (5) Less than 25%
___ (6) None

6. How many of the other instructors in this staff development program are ACADEMIC instructors?

___ (1) All of them
___ (2) About 75%
___ (3) About 50%
___ (4) About 25%
___ (5) Less than 25%
___ (6) None

7. Are you required to take professional development courses—for example, during the summer, or after school hours? (The purpose could be for certification, for an advanced degree, for maintaining skills, etc.)

___ (1) Yes
___ (2) No *(If NO, please skip to Question #11.)*

8. If you do take such courses, are they required by the school, the county, or the state?

___ (1) Yes
___ (2) No

9. If you do take such courses, what percentage of your expenses for such courses are paid for by your school?

___ (1) 100%
___ (2) Between 75% and 99%
___ (3) Between 50% and 74%
___ (4) Between 25% and 49%
___ (5) Less than 25%
___ (6) None

10. If you do take such courses, do you receive any additional stipend?

___ (1) Yes
___ (2) No

SECTION II: NATURE OF VOCATIONAL PROGRAMS

11. To what extent do YOU personally think there is a feeling among the ACADEMIC TEACHERS in your school that a student who has "low academic skills" should be placed in a vocational program?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

12. To what extent do YOU personally think there is a feeling among the GUIDANCE COUNSELORS in your school that a student who has "low academic skills" should be placed in a vocational program?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

13. To what extent do YOU think that students who have been identified as behavior or discipline problems tend to be put into vocational programs?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all
___ (6) I am unable to say.

14. In general, which of the following do YOU believe is the more important function of the comprehensive high school system?

___ (1) Giving students the opportunity to explore career clusters
___ (2) Providing students with job-entry level training
___ (3) They are equally important.
___ (4) Not sure

15. In general, how would YOU describe the primary purpose of vocational training AT YOUR COMPREHENSIVE HIGH SCHOOL?

___ (1) To provide a pre-vocational program for students who, upon graduation, will go on to post-secondary training

___ (2) To train students competent in job-entry skills, in order to prepare them to take full-time jobs upon graduation

___ (3) To give students the opportunity to explore career clusters

16. What percentage of the students whom you, as an academic instructor, presently teach are vocational students?

___ (1) None
___ (2) Between 1% and 10%
___ (3) Between 11% and 20%
___ (4) Between 21% and 30%
___ (5) Between 31% and 40%
___ (6) Between 41% and 50%
___ (7) More than 50%

17. If you do presently teach vocational students, they are, for the most part, taught in:

___ (1) The same classes as academic students
___ (2) Separate classes from academic students, but with the same curricular units
___ (3) Separate classes from academic students, with curricular units different from those of the academic students

18. In general, to what extent do you, as an academic instructor, get involved in counseling vocational students in such matters as career planning and job placement?

___ (1) To a very great extent
___ (2) To a great extent
___ (3) To a moderate extent
___ (4) To a small extent
___ (5) Not at all

19. Would you say that your level of involvement in this counseling is typical of the other academic instructors?

___ (1) Yes
___ (2) No
___ (3) I can't really say.

SECTION III: INTERACTION BETWEEN VOCATIONAL AND ACADEMIC INSTRUCTORS

Listed below are several possible ways in which the vocational and academic instructors at your school might interact. To what extent do YOU feel that the two groups interact in each situation listed? Please read each possible type of interaction and choose the appropriate response from the following extent scale. Enter the number of your answer in the box beside the item.

Vocational and academic instructors at my school interact in this way:

1 = To a very great extent
2 = To a great extent
3 = To a moderate extent
4 = To a small extent
5 = Not at all
6 = I am unable to say.

☐ 20. Coordination of instruction

☐ 21. Joint or complementary program planning

☐ 22. Student problems/student screening

☐ 23. Student job placement

☐ 24. Professional meetings

☐ 25. Social gatherings

☐ 26. Planning special learning experiences for handicapped or special needs students

☐ 27. Other (please specify): _____

SECTION IV: INTERACTION BETWEEN VOCATIONAL AND ACADEMIC STUDENTS

It is also important to know the type and extent of interaction between the vocational and academic STUDENTS at your school. Listed below are a number of possible ways in which the two groups might interact. For each situation listed, please indicate the extent to which vocational and academic students interact by choosing the appropriate response from the following extent scale. Enter the number of your answer in the box beside the item.

Vocational and academic students at my school interact in this way:

1 = To a very great extent
2 = To a great extent
3 = To a moderate extent
4 = To a small extent
5 = Not at all
6 = I am unable to say.

☐ 28. Student government/student council

☐ 29. Athletic teams

☐ 30. Intramural sports

☐ 31. Classes

☐ 32. Social gatherings

☐ 33. School orchestra, band, glee club

☐ 34. Other (please specify):

SECTION V: INTERACTION WITH OTHER EDUCATORS

We realize that most of your time at school is spent interacting with your students. However, we are also interested in determining the extent of your interaction with other educational personnel. Listed below are several types of educators. To indicate the frequency with which YOU personally interact with each type, please choose the appropriate response from the following frequency scale. Enter the number of your answer in the box beside the item.

I interact with this type of educator:

1 = Once a day
2 = Two or three times a week
3 = Once a week
4 = Once every two weeks
5 = Once a month
6 = Once every three months
7 = Less than once every three months
8 = Never

☐ 35. Principal

☐ 36. Assistant principal(s)

☐ 37. Guidance counselor(s)

☐ 38. Superintendent

☐ 39. Vocational supervisor

☐ 40. Academic instructors at other comprehensive high schools in the county

41. Finally, if there were ONLY ONE THING you would like the Georgia Advisory Council on Vocational Education or the Georgia Department of Education to know about the problems associated with offering vocational programs in a comprehensive high school like yours, what would it be?

_____

_____

_____

_____

_____

Thank you very much for your help. Your answers will provide the Advisory Council and the Department of Education with very valuable information about the effectiveness of the comprehensive high school system in Georgia.

ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA:

A Questionnaire for Vocational Students

1 2 3 4 5 6 7 8 9

Please leave these spaces BLANK. Thank you.

Please return by: April 15, 1977

What is the name of the school which you currently attend? _____.

You are: ___ (1) Male
___ (2) Female

Your race is: ___ (1) White
___ (2) Black
___ (3) Other _____

DIRECTIONS: On the following questions, please put a checkmark (✓) on the blank line to the LEFT of the item you choose as your answer. For example, if the following question were asked, your answer might look like this:

In which state do you currently live?

✓ (1) Georgia
___ (2) Alabama
___ (3) Florida
___ (4) Another state

Throughout the questionnaire, please feel free to make additional comments in the margins.

1. In which one of the following programs are you enrolled?

___ (1) Agriculture Education
___ (2) Business and Office Education
___ (3) Vocational Office Training
___ (4) Consumer and Homemaker Education
___ (5) Occupational Home Economics
___ (6) Distributive Education
___ (7) Industrial Arts Education
___ (8) Trade and Industrial Education
___ (9) Diversified Cooperative Training
___ (10) Another program (what is it?) _____

2. Which grade were you in when you first entered this particular vocational program?

___ (1) Grade 9
___ (2) Grade 10
___ (3) Grade 11
___ (4) Grade 12

3. What is the MAIN reason you are taking your current program of study?

___ (1) To get a job when I graduate
___ (2) To get training to go on to an area post-secondary technical school
___ (3) To get training to go on to some other post-secondary school
___ (4) Some other reason

Listed below are a number of people who might have helped you decide to take your particular program of study. Please put a checkmark (✓) beside EACH person who helped you to decide.

___ 4. My parents

___ 5. My guidance counselor

___ 6. One of my vocational teachers

___ 7. One of my academic teachers

___ 8. No one helped me make this decision—I made it by myself.

9. How well is your vocational program preparing you for what you want to do when you graduate?

___ (1) Very well
___ (2) Well
___ (3) Not very well
___ (4) Very poorly

10. How well is the ACADEMIC part of your program preparing you for what you want to do when you graduate?

___ (1) Very well
___ (2) Well
___ (3) Not very well
___ (4) Very poorly

11. When you first came to this school, how much were you encouraged to look at different career possibilities, rather than immediately going into training for one type of job?

___ (1) I was encouraged VERY MUCH to look into different careers.
___ (2) I was encouraged SOMEWHAT to look into different careers.
___ (3) I was encouraged VERY LITTLE to look into different careers.
___ (4) I was NOT encouraged at all to look into different careers.

12. In general, how often do you see your guidance counselor?

___ (1) At least once a week or more
___ (2) At least once every two weeks
___ (3) At least once a month
___ (4) At least once every three months
___ (5) At least once or twice a year
___ (6) Never

13. When you do see your guidance counselor, what is usually the main reason for the visit?

___ (1) To find out information about different jobs or careers
___ (2) To get help in choosing which classes to take
___ (3) To get information about other schools to attend after graduation
___ (4) To get help with a personal problem
___ (5) For another reason
___ (6) I never see my guidance counselor.

14. FOR THE MOST PART, do the vocational students in your school tend to associate only with each other, rather than with the academic students?

___ (1) Yes
___ (2) No

15. How many of your friends at school are vocational students rather than academic students?

___ (1) All of them
___ (2) Most of them
___ (3) Some of them
___ (4) None of them

16. Do you personally play on any of the school athletic teams?

___ (1) Yes
___ (2) No

17. If you do play on any of the athletic teams at your school, the team members are:

___ (1) Mostly vocational students
___ (2) About an equal number of vocational and academic students
___ (3) Mostly academic students
___ (4) I do not play on any athletic teams at school.

18. In your academic classes, MOST of the other members of your classes are:

___ (1) Vocational students
___ (2) About an equal number of vocational and academic students
___ (3) Academic students

19. Do you personally play in the school orchestra or participate in some other part of a school music program?

___ (1) Yes
___ (2) No

20. If you do play in the orchestra or participate in some other part of the school music program, the other members are:

___ (1) Mostly vocational students
___ (2) About an equal number of vocational and academic students
___ (3) Mostly academic students
___ (4) I do not participate in the school music program.

21. Have you ever taken a vocational course at another comprehensive high school while being enrolled at your present school?

___ (1) Yes
___ (2) No

22. Which of these are you MOST LIKELY to do?

___ (1) Graduate and get a job
___ (2) Graduate and then go on to some post-secondary vocational school
___ (3) Drop out of school and get a job

23. Who in your school helps you the MOST when making decisions about getting a job?

___ (1) My guidance counselor
___ (2) One of my vocational instructors
___ (3) The vocational supervisor
___ (4) The job placement service

24. What ONE THING do you like BEST about the vocational program you are in? Please write your answer here:

_____

_____

_____

_____

25. What ONE THING do you like LEAST about the vocational program you are in? Please write your answer here:

_____

_____

_____

_____

26. If you could make ONE SUGGESTION about how to improve your vocational education, what would that one thing be?

_____

_____

_____

_____

_____

Thank you very much for your help with this survey of the comprehensive high schools. Your opinions will be a very valuable part of the study, and should provide many good ideas and insights.

ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA:

A Questionnaire for Parents

1 2 3 4 5 6 7 8 9

Please leave these spaces BLANK. Thank you.

Please return by: April 15, 1977

The specific focus of this questionnaire is your experience AS A PARENT(S) of a vocational student enrolled in one of Georgia's comprehensive high schools. (A comprehensive high school is one which offers BOTH academic and vocational programs, not just one or the other.)

Name of comprehensive high school which your child (children) attend(s): _____

DIRECTIONS: On the following questions, please put a checkmark (✓) on the blank line to the LEFT of the item you choose as your answer. For example, if the following question were asked, your answer might look like this:

In which state do you currently reside?

✓ (1) Georgia
___ (2) Alabama
___ (3) Florida
___ (4) Another state

Throughout the questionnaire, please feel free to make additional comments in the margins.

1. How many children do you have enrolled in one of the VOCATIONAL programs at the comprehensive high school?

___ (1) One
___ (2) Two
___ (3) Three
___ (4) Four or more

2. As a parent you feel that the vocational program(s) in which your child(ren) is/are enrolled should MAINLY:

___ (1) train the student for taking a job upon graduation.
___ (2) give the student some training in order to go on to a post-secondary technical school upon graduation.

3. In general, how well do you think that the VOCATIONAL program is preparing your child(ren) to do what you answered in Question #2?

___ (1) Very well
___ (2) Well
___ (3) Not very well
___ (4) Very poorly

4. In general, how well do you think that the ACADEMIC classes are preparing your child(ren) to do what you answered in Question #2? (This would mean in terms of language, writing, arithmetic, and so on.)

___ (1) Very well
___ (2) Well
___ (3) Not very well
___ (4) Very poorly

5. Overall, how satisfied are you with your child's (children's) VOCATIONAL instructors?

___ (1) Very satisfied
___ (2) Satisfied
___ (3) Somewhat dissatisfied
___ (4) Very dissatisfied

6. Overall, how satisfied are you with your child's (children's) ACADEMIC instructors?

___ (1) Very satisfied
___ (2) Satisfied
___ (3) Somewhat dissatisfied
___ (4) Very dissatisfied

7. How satisfied have you been with the counseling your child(ren) has/have received from guidance counselor(s) about careers or jobs?

___ (1) Very satisfied
___ (2) Satisfied
___ (3) Somewhat dissatisfied
___ (4) Very dissatisfied
___ (5) I do not think my child has had any such counseling.

8. How satisfied have you been with the counseling your child(ren) has/have received from guidance counselor(s) about choosing courses, dealing with teachers, and so on?

___ (1) Very satisfied
___ (2) Satisfied
___ (3) Somewhat dissatisfied
___ (4) Very dissatisfied
___ (5) I do not think my child has had any such counseling.

9. If you were to make ONE RECOMMENDATION to the Georgia Department of Education about how to improve vocational programs in the comprehensive high school, what would that one recommendation be?

_____

_____

_____

_____

_____

Thank you very much for your help. Your answers will provide the Advisory Council and the Department of Education with very valuable information about the effectiveness of the comprehensive high school system in Georgia.

ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA:

A Questionnaire for Graduates

1	2	3	4	5	6	7	8	9

Please leave these spaces BLANK. Thank you.

Please return by: April 15, 1977

This is a questionnaire for students who graduated from a vocational program offered through a comprehensive high school.

What is the name of the comprehensive high school from which you graduated? _____

You are:
___ (1) Male
___ (2) Female

Your race is:
___ (1) White
___ (2) Black
___ (3) Other _____

DIRECTIONS: On the following questions, please put a checkmark (✓) on the blank line to the LEFT of the item you choose as your answer. For example, if the following question were asked, your answer might look like this:

In which state do you currently reside?

✓ (1) Georgia
___ (2) Alabama
___ (3) Florida
___ (4) Another state

Throughout the questionnaire, please feel free to make additional comments in the margins.

1. From which one of the following programs did you graduate?

___ (1) Agriculture Education
___ (2) Business and Office Education
___ (3) Vocational Office Training
___ (4) Consumer and Homemaker Education
___ (5) Occupational Home Economics
___ (6) Distributive Education
___ (7) Industrial Arts Education
___ (8) Trade and Industrial Education
___ (9) Diversified Cooperative Training
___ (10) Another program (what?) _____

2. What are you currently doing?

___ (1) Working at a full-time job
___ (2) Attending a post-secondary technical school on a full-time basis
___ (3) Attending another kind of post-secondary school on a full-time basis
___ (4) Working part-time and going to school part-time
___ (5) Seeking a job

3. How well did the vocational program at your comprehensive high school prepare you for what you are doing now?

___ (1) Very well
___ (2) Well
___ (3) Not very well
___ (4) Very poorly

4. When you first began what you are doing now (whether it is school or work), how well prepared did you feel compared to other people about your age who were doing the same thing?

___ (1) I felt BETTER prepared than most of them.
___ (2) I felt AS WELL prepared as most of them.
___ (3) I felt LESS WELL prepared than most of them.
___ (4) I felt VERY POORLY prepared compared to most of them.
___ (5) In terms of what I am doing, there are no other people about my age with whom to make this comparison.

5. How well did the ACADEMIC part of your high school work, such as English and mathematics instruction, prepare you for what you are doing now?

___ (1) Very well
___ (2) Well
___ (3) Not very well
___ (4) Very poorly

6. In terms of what you are doing now (whether work, school, or a combination of the two), who AT YOUR FORMER COMPREHENSIVE HIGH SCHOOL helped you to do this? For example, who in the school helped you the MOST to find a job or enroll in a post-secondary school?

___ (1) A guidance counselor
___ (2) A vocational instructor
___ (3) An academic instructor
___ (4) A placement service in the school
___ (5) None of these—I did it myself.

7. Looking back, how good, in your opinion, were the vocational instructors who taught YOU?

___ (1) Very good
___ (2) Good
___ (3) Not very good
___ (4) Very poor

8. Again looking back, how good, in your opinion, were the academic instructors who taught YOU?

___ (1) Very good
___ (2) Good
___ (3) Not very good
___ (4) Very poor

9. While at the comprehensive high school, did you ever have a supervised work experience WHICH WAS PART OF YOUR PROGRAM, such as a work-study opportunity or an apprenticeship?

___ (1) Yes
___ (2) No

10. If you did, how valuable was that work experience in terms of what you are currently doing?

___ (1) Very valuable
___ (2) Somewhat valuable
___ (3) Not very valuable
___ (4) Not valuable at all
___ (5) I did not have a work experience like this.

11. If you were asked now to evaluate the education you received at your comprehensive high school—VOCATIONAL AND ACADEMIC—how would you evaluate it?

___ (1) Excellent
___ (2) Very good
___ (3) Good
___ (4) Poor
___ (5) Very poor

12. Finally, if you could make ONE RECOMMENDATION to the Georgia Department of Education for improving the vocational program at the comprehensive high school you attended, what would it be?

_____

_____

_____

_____

_____

Thank you very much for your help with this survey of comprehensive high schools. Your opinions will be a very valuable part of the study and should provide many good ideas and insights.

ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA:

A Questionnaire for Employers

1	2	3	4	5	6	7	8	9

Please leave these spaces BLANK. Thank you.

Please return by: April 15, 1977

The specific focus of this questionnaire is your experience with graduates of a vocational program offered through one of Georgia's comprehensive high schools. (A comprehensive high school is one which offers BOTH academic and vocational programs, not just one or the other.)

Type of Business: _____

County: _____

DIRECTIONS: On the following questions, please put a checkmark (✓) on the blank line to the LEFT of the item you choose as your answer. For example, if the following question were asked, your answer might look like this:

In which state do you currently reside?

✓ (1) Georgia
___ (2) Alabama
___ (3) Florida
___ (4) Another state

Throughout the questionnaire, please feel free to make additional comments in the margins.

1. How many graduates of a vocational program OFFERED THROUGH A COMPREHENSIVE HIGH SCHOOL have you hired during the past two years?

___ (1) One
___ (2) 2-5
___ (3) 6-10
___ (4) 11-15
___ (5) 16-20
___ (6) 21-25
___ (7) More than 25

2. Generally, how well prepared in terms of VOCATIONAL SKILLS are the graduates of the comprehensive high school system?

___ (1) Very well prepared
___ (2) Well prepared
___ (3) Not very well prepared
___ (4) Very poorly prepared

3. Compared to other employees when they first begin work, how well prepared VOCATIONALLY are the graduates of the comprehensive high school system when they first start working for you?

___ (1) Much better prepared
___ (2) Better prepared
___ (3) About as well prepared
___ (4) Somewhat less well prepared
___ (5) Much less well prepared

4. In general, how well prepared in terms of ACADEMIC SKILLS—language, grammar, writing, math skills, and so on—are the graduates of the comprehensive high school system?

___ (1) Very well prepared
___ (2) Well prepared
___ (3) Not very well prepared
___ (4) Very poorly prepared

5. Compared to other employees when they first begin work, how well prepared ACADEMICALLY are the graduates of the comprehensive high school system when they first start working for you?

___ (1) Much better prepared
___ (2) Better prepared
___ (3) About as well prepared
___ (4) Somewhat less well prepared
___ (5) Much less well prepared

6. In general, how would you rate the overall WORK HABITS of the graduates of the comprehensive high school vocational programs whom you have hired?

___ (1) Excellent
___ (2) Very good
___ (3) Good
___ (4) Poor
___ (5) Very poor

7. In general, how would you rate the ATTITUDES TOWARD WORK of the graduates of the comprehensive vocational programs whom you have hired?

___ (1) Excellent
___ (2) Very good
___ (3) Good
___ (4) Poor
___ (5) Very poor

8. In general, how did the graduates of the comprehensive high school system first make contact with you and/or your business to seek employment?

___ (1) Through a referral from a school guidance counselor
___ (2) Through a referral by one of the vocational instructors or vocational supervisor
___ (3) Through a referral from a school job placement service
___ (4) Through a referral from an outside (of school) job placement agency
___ (5) Through friends/family/personal connections of the student
___ (6) Entirely through the initiative of the student
___ (7) Entirely through the initiative of my own personnel office

9. Based on your experience with graduates of vocational programs of the comprehensive high school system who work for you, how would you rate the overall effectiveness of the training such graduates received at their respective schools?

___ (1) Excellent
___ (2) Very good
___ (3) Good
___ (4) Poor
___ (5) Very poor

10. In general, would you prefer to hire a graduate from a comprehensive high school rather than one from a strictly academic high school?

___ (1) Yes
___ (2) No

11. Finally, if you were to make ONE RECOMMENDATION to the Georgia Department of Education about how to improve vocational programs as offered through the comprehensive high school system, what would it be?

_____

_____

_____

_____

_____

Thank you very much for your help. Your answers will provide the Advisory Council and the Department of Education with very valuable information about the effectiveness of the comprehensive high school system in Georgia.

1	2	3	4	5	6	7	8	9

Please leave these spaces BLANK. Thank you.

ASSESSMENT OF COMPREHENSIVE HIGH SCHOOLS IN GEORGIA:

A Questionnaire for Post-Secondary Faculty

Please return by: April 15, 1977

Name of Your School: _____

County: _____

DIRECTIONS: On the following questions, please put a checkmark (✓) on the blank line to the left of the item you choose as your answer. For example, if the following question were asked, your answer might look like this:

In which state do you currently reside?

✓ (1) Georgia
___ (2) Alabama
___ (3) Florida
___ (4) Another state

Throughout the questionnaire, please feel free to make additional comments in the margins.

1. Of the students you currently instruct, what percentage would you estimate have come from a vocational program in a comprehensive high school?

___ (1) None
___ (2) Between 1% and 25%
___ (3) Between 26% and 50%
___ (4) Between 51% and 75%
___ (5) Between 76% and 100%
___ (6) I am unable to say.

2. In terms of their VOCATIONAL skills preparedness, you feel that the comprehensive high school graduates, compared to your other students, are:

___ (1) Much better prepared
___ (2) Better prepared
___ (3) About as well prepared as the other students
___ (4) Somewhat less prepared
___ (5) Much less prepared

3. In terms of their general ACADEMIC skills preparedness (e.g., English, grammar, math, and so on), you feel that the comprehensive high school graduates, compared to your other students, are:

___ (1) Much better prepared
___ (2) Better prepared
___ (3) About as well prepared as the other students
___ (4) Somewhat less prepared
___ (5) Much less prepared

4. If YOU were asked to evaluate the overall effectiveness of the training which vocational students receive in the comprehensive high schools, how would you rate such training?

___ (1) Excellent
___ (2) Very good
___ (3) Good
___ (4) Fair
___ (5) Poor

Listed below are some possible ways in which the staff at a post-secondary technical school might interact with the vocational instructors and/or the vocational supervisor in a comprehensive high school(s). To what extent do YOU, PERSONALLY, interact with the staff at the comprehensive high school level in EACH of these areas? For each situation listed, please choose the appropriate response from the following extent scale. Enter the number of your answer in the box beside the item.

I interact in this area with staff at the comprehensive high school level:

1 = To a very great extent
2 = To a great extent
3 = To a moderate extent
4 = To a little extent
5 = Not at all

☐ 5. Coordination of instruction

☐ 6. Joint or complementary program planning

☐ 7. Student problems/student screening

☐ 8. Student job placement

☐ 9. Professional meetings

☐ 10. Social gatherings

☐ 11. Coordination of existing programs

☐ 12. Advanced placement of students into programs at the post-secondary school

☐ 13. Other (please specify): _____

14. Finally, if you could make ONE RECOMMENDATION to the Georgia Advisory Council on Vocational Education or the Georgia Department of Education for improving vocational programs as offered through the comprehensive high school system, what would your recommendation be?

_____

_____

_____

_____

_____

Thank you very much for your help. Your answers will provide the Advisory Council and the Department of Education with very valuable information about the effectiveness of the comprehensive high school system in Georgia.